ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

Arlington School Committee
School Committee Meeting
Thursday, January 9, 2025
6:30 PM

In Person*:*
Arlington Public Schools District Office
14 Mill Brook Drive
School Committee Room - 2nd Floor
Arlington, MA 02476

Via Zoom*:*
Conducted by Remote Participation https://www.mass.gov/doc/order-suspending-certain-provision-of-open-meeting-law/download via Zoom link below:

https://us02web.zoom.us/j/86956181807

For viewing on your Local Cable TV Station:
ACMi

6:30 p.m. Open Meeting (P. Schlichtman)

6:30 p.m. Public Comment (P. Schlichtman)

For members of the public who wish to address the Committee, there will be 20 minutes of public comment. If you would like to sign up to speak, either remotely via Zoom or in-person, you must email ediggins@arlington.k12.ma.us by 6:00 p.m. Thursday, the date of the meeting. Depending on how many people sign up, time allotments may be reduced, but will not exceed three minutes each. If the number of people who sign up exceeds what can be reasonably done in 20 minutes, the number of speakers may be capped or speaking times may be reduced at the discretion of the Chair. All requests to speak received after the date and time indicated, will be invited to speak at the next School Committee Regular Meeting.

6:40 p.m. AHS Student Representative(s) to School Committee

6:45 p.m. Scott Darlington Introduction - Interim AHS Assistant Principal (W. McCarthy)

6:50 p.m. AHS Program of Studies -1st Read (W. McCarthy)

- *AHS Program of Studies, 2024-2025*
- *AHS DRAFT Program of Studies, 2025-2026*
- *Comparison of AHS Program of Studies 2024-2025 & Draft AHS Program of Studies 2025-2026 - Google Docs*
- *Program of Studies*

7:10 p.m. School Committee Budget Priorities (SC Members)

7:30 p.m. First Read - School Committee Meeting Dates for 2025-26 (P. Schlichtman)

- *Arlington School Committee Meeting Dates, 2025-2028*

7:35 p.m. Superintendent's Goals 1st Read (E. Homan)

- *2024-25 Superintendent Goals*

7:45 p.m. Superintendent's Update (E. Homan)

- *Update on Administrative Hiring Searches*
- *Update on Competitive Grants Awarded Monthly*
- *Update on Enrollments/Class Sizes*

7:55 p.m. Consent Agenda (P. Schlichtman)

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

**Warrant #25156, 1-9-2025, $1,007,219.24*
**School Committee Meeting DRAFT Minutes, December 19, 2024*

8:00 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- *Budget – K. Allison-Ampe, Chair*
- *Community Relations – L. Exton, Chair*
- *Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair*
- *Facilities – J. Thielman, Chair*
- *Policy & Procedures – L. Kardon, Chair*
- *Arlington High School Building Committee, J. Thielman, Chair*

- *Liaison Reports*
- *Announcements*
- *Future Agenda Items*

8:10 p.m. EXECUTIVE SESSION

- *To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;*

- *To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;*

- *AAA/AEA Negotiations Discussion*

Adjournment (P. Schlichtman)

The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items

not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Paul Schlichtman

Correspondence Received

- *Email to School Committee from A. Gupta, RE: After School Program, 12-20-2024*
- *Email to School Committee from MASC, RE: Statement of the Massachusetts Association of School Committees, On H-5098, 12-20-2024*
- *Email to School Committee from METCO, RE: Happy Holidays from METCO!, 12-23-2024*
- *Email to School Committee from MASC, RE: What does the Department of Education Do, Anyway, 1-6-2025*
- *Email to School Committee from MASC, RE: Ask your Legislators to Support Vocational-Technical Education, 1-8-2025*
- *Email to School Committee from L. Berger and Sylvie, School Committee Correspondence, 1-9-2025*

Massachusetts law requires all open session meetings of public bodies to be accessible to members of the public, including those with disabilities. If you need reasonable accommodations in order to participate in the meeting, contact the Administrative Assistant to the Arlington School Committee Liz Diggins at ediggins@arlington.k12.ma.us.



Town of Arlington, Massachusetts

Meeting Location

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- Program of Studies

ATTACHMENTS:

	Type	File Name	Description
🗋	Presentation	AHS_Program_of_Studies_2024-2025.pdf	AHS Program of Studies 2024-2025
🗋	Presentation	Draft_AHS_Program_of_Studies_2025-2026_(1).pdf	Draft AHS Program of Studies 2025-2026 (1)
🗋	Presentation	Comparison_of_AHS_Program_of_Studies_2024-2025___Draft_AHS_Program_of_Studies_2025-2026_-_Google_Docs.pdf	Comparison of AHS Program of Studies 2024-2025 & Draft AHS Program of Studies 2025-2026 - Google Docs
🗋	Presentation	Program_of_Studies_2025-2026__Updates.pdf	Program of Studies - Updates and New Courses

AHS PROGRAM OF STUDIES 2024-2025



Updates Specific to 2024-2025

Last updated: February, 2024

Table of Contents

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Overview of Arlington High School

Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:

- Integrity
- Communication
- Accountability and responsibility
- Respect
- Effective teamwork

We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements

Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English

3. Pass three years of History/Social Science (to include World History and US history)
4. Pass three years of Science (to include a Physical Science)
5. Pass three years of Mathematics (to include Algebra 1, and Geometry)
6. Pass four years of Education in Wellness (*see below for further information)
7. Pass one year of Fine Arts (5 credits) (*see below for further information)
8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations: https://www.doe.mass.edu/ccte/ccr/masscore/.

Definition of the 5-credit Fine Arts Graduation Requirement **Grades 9-12**

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

a.) Any course offered by the Visual Arts Dept. (see department subsection below)
b.) Any course offered by the Performing Arts Dept. (see department subsection below)
c.) In addition, the following courses will fulfill all or part of the requirement:
   a. CS1921Z Interior and Fashion Design I
   b. CS2921Z Interior and Fashion Design II
   c. AC017Z Design, Engineering and Fabrication I - Honors (2.5 credits)
   d. AC018Z Design, Engineering and Fabrication II - Honors (2.5 credits)
   e. SC034Z Design, Engineering & Fabrication III-Honors (2.5 credits)
   f. SC035Z Design, Engineering & Fabrication IV-Honors (2.5 credits)

Definition of the Four Year Wellness Graduation Requirement

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

- **Grade 9:** Students are required to Complete the 9th Grade Program.
- **Grade 10:** Students are required to take two different quartered electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll

in Quarter 4 PE electives because the length of 4 quarter 4 for seniors is shortened.

- **Absences:** There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10	22 credits minimum
Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

MCAS Competency Determination

MCAS

The COVID-19 pandemic has had a significant impact on The Department of Elementary and Secondary Education's (DESE) policies regarding MCAS testing as a graduation requirement. All students must meet the state's competency determination in the areas of English Language Arts (ELA), Math, and Science, Technology and Engineering (STE) however several adjustments and interim standards have been instituted for high school students impacted by the pandemic. Below is an overview of the graduation requirements followed by the link to the DESE's website with more detailed information on the state graduation requirements.

Class of 2025

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2026

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

***Math scores in the 469-485 range and ELA scores in the 455-471 range will require an Educational Proficiency Plan (EPP)**

Class of 2027 and 2028

Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **
ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**
STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

****Scores of 470 to 485 will qualify for graduation with the completion of an Educational Proficiency Plan (EPP)**

MCAS Graduation Requirements DESE

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the Superintendent so they are informed.
3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any other student at the end of the freshman, sophomore or junior year is encouraged to make up credits or courses lost during that year. This will help to ensure the proper credits necessary for graduation. Students may not make up more than two required courses (English, Mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or their designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and guardians/parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses at one time (e.g., Advanced Placement or SUPA - Syracuse university Project Advance (explained on P.7 P4)) is generally considered to be our most demanding program. Students who seek to take more than 3 college-level courses at one time will need prior approval of the administration.*

Please see this document for a comprehensive guide of our recommendations around choosing courses and levels.

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness of the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Heterogenous, Honors, SUPA and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course. Course work will only be accepted if it is agreed to be used for credit by the school administration.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance (SUPA), the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended

learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.

Homeschool Students at AHS
Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable
As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored.

IV. AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** - primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Honors** - for students in Grades 9-12, Honors courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
  - **Honors for All:** Designed to support all general education students in an honors curriculum.
- **Curriculum A -** for students in Grades 9-12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B -** for students in Grades 9-11 with teacher and school counselor approval only, Curriculum B courses allow for some remediation while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.

- **Heterogeneous courses -** Courses with this designation are offered to all students. Students access the same curriculum at the same time with the same teacher. Teachers will differentiate instruction to ensure that all students are appropriately challenged by the curriculum and can reach their full potential. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate, as required by the New England Association of Schools and Colleges (NEASC). *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*

	Honors and AP	**Curriculum A**	**Curriculum B**
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	Problems require independent application of multiple strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require considerable guidance in application of strategies to reach solutions.
Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are	Textbooks and other information sources (essays, works of art, magazines, and newspapers,	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic)

	regularly assigned for independent analysis.	electronic) are regularly assigned and require some independent analysis.	are regularly assigned and explored with considerable support.
Student performance tasks	Student performance tasks and assignments are substantial and require independent time management and study skills.	Student performance tasks and assignments are substantial and assume increasing independent time management and study skills.	Student performance tasks and assignments require time management and study skills directly taught and reviewed by the instructor.
Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.

V. Grades and Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

A Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.

B Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.

C Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet

the standards for the course.

D Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.

F Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.

P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.

H Honors

S Satisfactory

U Unsatisfactory

W Withdraw - Student withdrew from the class after the official date to be removed from a class.

Term Grades

The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

FA Failure due to missed attendance (seven or more unexcused absences in a quarter, three or more for one quarter class that meets 2 days per week). The comment from the teacher will detail the grade the student would have received.

I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.

NG No grade. Student was not present for sufficient amount of time to receive a grade.

M Medical absence (The quarter is not counted as part of the student's final year average.

Parent and Student Portal

At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

Final Exams

- Staff may offer a variety of means for students to demonstrate their learning and development over the course of the year which will factor into the students fourth quarter grade.
- Staff may choose to offer summative assessments throughout the course of the year to prepare students for such exams in the future.

VI. Course Withdrawal Information

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level. (currently the freshman heterogenous ELA course does not fall under this policy and students are able to change levels twice)

AP Add drop dates

**ALL AP Course change requests must be submitted in or before phase 1 and require permission from the (teacher, parent/caregiver, school counselor and) Director of School Counseling.

These dates will be finalized once the calendar year for 2024-2025 is finalized by the School Committee

Year long AP courses	**1 weeks after the first day of term 1**	
Year long course	**2 weeks after first day of school**	**September 17, 2024**
Semester 1 course	**2 weeks after first day of school**	**September 17, 2024**
Semester 2 course	**2 weeks after first day of term 3**	**February 2, 2025**
Quarter 1	**1 weeks after the first day of term 1**	**September 10, 2024**
Quarter 2	**1 week after the first day of term 2**	**November 13, 2024**
Quarter 3	**1 week after the first day of term 3**	**January 26, 2025**
Quarter 4	**1 week after the first day of term 4**	**April 4, 2025**

*these dates are subject to change as the schedule for 2024-2025 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

VII. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3	**A** (93-96) = 4.0	**A-** (90-92) = 3.7
B+ (87-89) = 3.3	**B** (83-86) = 3.0	**B-** (80-82) = 2.7
C+ (77-79) = 2.3	**C** (73-76) = 2.0	**C-** (70-72) = 1.7
D+ (67-69) = 1.3	**D** (63-66) + 1.0	**D-** (60-62) = 0.7
	F (59 & below) = 0	

Weighted GPA

The top weighted GPA is 5.0. The lack of availability of AP courses at 9th and 10th grade levels prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's' Y1 grade, i.e., the student's grade for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Honors	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Courses that students do not receive credit upon completion do not factor into the weighted or unweighted GPA. There are some credit bearing courses that do not factor into the GPA calculation (weighted or unweighted). These courses include: Advisory, Special education services like Academic support and Young Adult Living, and courses in the wellness department.

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VIII. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students

and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.

School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicates each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement in co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** - The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan

Boston Area. Sophomores are encouraged to take the Pre-ACT and Juniors are encouraged to take the PSAT to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.

- **AP - The Advanced Placement** examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit and are required for any student taking an AP course at Arlington high school to receive AP credit. We do not offer exams for people who are not students at Arlington High School.
- **TOEFL -** The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

IV. Social - Emotional Counseling

School Counselors

The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

X. Clinical Services and Supports at AHS

General Services

The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the

evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program
The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor Program.

The Harbor Program
The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services
The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of support to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program
Millbrook is an in-district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center **Grades 9, 10, 11, 12**
The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses 2024 - 2025

AC028Z Animation III - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one or

more short animated film projects using media of their choice (traditional and/or digital). Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation II

AC031Z Architecture II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes. **Prerequisites:** Architecture I

AC030Z Filmmaking III - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. **Prerequisites:** Filmmaking II

AC034Z Design, Engineering & Fabrication III- Honors **Grades 10, 11, 12** **2.5 credits**
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director.

AC035Z Design, Engineering & Fabrication IV- Honors **Grades 10, 11, 12** **2.5 credits**
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director.

CL5006Z Advanced Latin, Dual Enrollment-Honors **Grade 12** **5 credits**
Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.

This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of $184 for three UMB credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.

CS2314Z Cooking Life After High School (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a

valuable tool for now and when you live on your own.

MA7416Z Introduction to Data Science **Grades 10, 11, 12** **2.5 credits**
This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice.**Suggested Entry Criteria:** Some programming experience recommended

PA9241Z Pep Band/Drumline - Honors **Grades 9, 10, 11, 12** **5 credits**
Pep Band Drumline is an honors level performance-based class that teaches you the skills and techniques of marching percussion, including snare drums, bass drums, tenor drums, cymbals, and keyboards. You will learn how to read music, play cadences, improvise solos, and create your own grooves. You will also develop teamwork, leadership, and communication skills as you work with your fellow drummers and the rest of the pep band. Pep Band Drumline is open to all students who have some musical background and a passion for percussion. **No audition is required, but you must be willing to commit to regular rehearsals and performances throughout the year.**

PA00031Z Advanced Scene Study and Improvisation **Grades 10, 11, 12** **2.5 credits**
In this class, students are encouraged to explore the depths of their creativity and hone their acting skills through a combination of scripted performances and improvisation. The curriculum is designed not only to nurture the technical aspects of acting but also to delve into the emotional and psychological aspects of character development. Students engage in a variety of exercises aimed at preparing them emotionally for the roles they undertake. From intense character analysis to emotional vulnerability exercises, they learn to tap into their own experiences and emotions, cultivating a rich and authentic connection to the characters they portray. This emotional depth brings a heightened sense of realism to their performances, creating a powerful connection with the audience. The class places a strong emphasis on acting honestly in imaginary circumstances, challenging students to step outside their comfort zones and embrace the authenticity of the characters they embody. Through improvisational exercises, students learn to think on their feet, respond instinctively, and create compelling scenes on the spot. This not only fosters a sense of spontaneity but also enhances their ability to immerse themselves in the fictional worlds they bring to life.

PA00032Z Play Building and Directing (1 Semester) **Grades 10, 11, 12** **2.5 credits**
In Play Building and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PA00033Z Introduction to World Music History and Theory-Honors **Grade 9, 10, 11, 12** **2.5 credits**
This course explores the diversity and richness of musical traditions from around the world. We will examine how these musical traditions are influenced by and influence the cultural, social, political, and historical contexts in which they are performed. We will also learn how to analyze music from different perspectives, using concepts such as pitch, rhythm, harmony, melody, form, style, genre, and instrumentation. Through listening to recordings of various musical genres and styles, we will develop our musical appreciation and critical thinking skills.The course syllabus will include weekly listening sessions that cover a range of musical genres and styles from

different regions of the world, readings and exercises that provide background information and analysis skills for selected musical works or composers, and a final research project that includes a presentation inspired by a chosen theme or region. Open to students who have an interest in world music and want to learn more about its history and theory. The course is also suitable for students who want to improve their musical skills or explore new musical possibilities.

PA00034Z Piano Studio/Applied Piano **Grade 9, 10, 11, 12** **2.5 credits**
Explore Your Musical Passion: Personalized Piano Course for All Skill Levels. Unleash your musical potential with our dynamic and engaging piano course designed exclusively for high school students of any proficiency level – whether you're a beginner, intermediate, or advanced player. Delve into a diverse repertoire that celebrates your favorite tunes and genres. From classical compositions to contemporary hits, you'll have the opportunity to learn masterpieces that resonate with your musical taste, fostering a deeper connection to the music you cherish. Regardless of your current level, our curriculum covers a wide spectrum of techniques, theory, and musicality. Beginners will build a solid foundation in piano fundamentals, while intermediate and advanced students will refine their skills through challenging exercises and advanced repertoire. Engage in a vibrant community of fellow music enthusiasts where collaboration, creativity, and support thrive. Participate and learn from peers in ensemble sessions, workshops, and performance opportunities to showcase your progress. Note: Course content and structure may vary based on individual needs and skill levels.

Course name changes

AC029Z Architecture I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
IArchitecture I is a semester-long course that takes place in the Makerspace Lab and Woodshop. Students will be introduced to various styles and movements in architecture. They will then create original designs and models using a combination of CADD (Computer Aided Drafting and Design) software tools, digital fabrication methods (3D printing and laser cutters), as well as traditional tools and materials. Students will also be introduced to various styles and movements in architectural history. **Prerequisites:** None

AC029Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and “clean room” fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

CS4244Z Early Childhood Education III **Grades 11, 12** **5 credits**
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the

field of childcare after high school or who will pursue a college degree in education or another child related field.
Entry Criteria: Successful completion of Early Childhood Education II.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN30032Z AP Literature and Composition Grade 12 5 credits
Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

CS4246Z Early Childhood III Internship Grade 12 5 credits
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. ***Please Note:*** *Students must have pre-approval from the program instructor.*

CS4245Z Early Childhood Education IV Grade 12 5 credits
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.

ML01Z ML Level 1 - Entering and Emerging (Two blocks-full year) 10 credits
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

ML02Z ML Level IIA - Developing and Expanding (One block-full year) 5 credits
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

ML3002Z ML III - Expanding/Bridging (One block-full year) 5 credits
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use

of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble - Honors **Grades 9, 10, 11, 12** **5 credits**

In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts.

PA00036Z Rock Band I (Semester 1) **Grades 9, 10, 11, 12** **2.5 credits**

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00037Z Rock Band II (Semester 2) **Grades 9, 10, 11, 12** **2.5 credits**

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PE3725Z Personal PE Independent Study **Grade 12 only** **2.5 credits**

Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	AP	Honors	Curriculum A	Heterogeneous
Grade 9		EN1116Z Foundations of English	EN1112Z Foundations of English	

Grade 10		EN2125Z Examining Expression	EN2120Z Examining Expression	
Grade 11	EN3001Z AP English Language and Composition	EN3106Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
Grade 12	EN30032Z AP English Literature and Composition	All Senior electives are offered as heterogeneous courses. *** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*		EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms EN7281Z Missing Voices, Other Cultures EN4168Z Poetry as Art EN7275Z Public Speaking*

*Please note these courses are offered at 2.5 credits and do not fulfill the English requirement for senior year.

- **Graduation Requirement:** All students must pass Four years of English in order to graduate.
- **Levels**: English courses are offered at two levels in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Honors Level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous Courses (Grades 11 and 12 Electives):** Students can earn Honors credit in these courses through more challenging research and project work.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.
- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and online. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Literature and Composition, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

English Grade 9

EN1116Z Foundations of English - Honors **Grade 9** **5 credits**
EN1112Z Foundations of English - Curriculum A **Grade 9** **5 credits**
This course is designed to provide a foundation for success in the entire high school English program. To develop

this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development. * *Students electing to take the course for honors credit will be responsible for demonstrating skills with advanced sophistication, consistency, and independence. Please click the live links for more information about the standards based skills and the FAQ document.*

English Grade 10

EN2125Z Examining Expression - Honors **Grade 10** **5 credits**
EN2120Z Examining Expression - Curriculum A **Grade 10** **5 credits**

English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Jane Austen, Dr. Joshua Bennett, Ray Bradbury, Charles Dickens, Yaa Gyasi, Seamus Heaney, José Olivarez, Julie Otsuka, Shakespeare, Clint Smith, Sophocles, Angie Thomas, August Wilson, and others.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: *The Scarlet Letter, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, and Into the Wild.*

EN3001Z AP English Language and Composition **Grade 11** **5 credits**

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: *How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer?* While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Honors **Grade 11** **5 credits**
EN3110Z American Literature - Curriculum A **Grade 11** **5 credits**
The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "*What does it mean to be American?"* and *"How does the American Dream change over time?"* Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN30032Z AP English Literature and Composition **Grade 12** **5 credits**
Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms **Grade 12** **5 credits**
Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7281Z Missing Voices, Other Cultures **Grade 12** **5 credits**
Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN4168Z Poetry as Art **Grade 12** **5 credits**

As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7275Z Public Speaking (Semester Course) Grades 11, 12 2.5 credits
Sharpening communication skills, which rests on the ability to 'stand and deliver,' promises academic and professional success for life. That remains the guiding belief of this course. In a relaxed, supportive environment, students identify and cultivate strategies to most effectively express themselves. In doing so, they discover their hidden voices and master proven techniques of informing, persuading, and motivating others. By choosing their own topics and acting on ongoing peer feedback, students come to celebrate their existing strengths as communicators while targeting focused areas for maximum improvement. In little time, all students reach heightened self-awareness, gain valuable confidence, and achieve distinct professionalism in the way they present themselves and their personal beliefs. ***This course does not count towards the four year English requirement.*** ** Students have the option of earning Honors Credit through more challenging research and project work.*

Multilingual Learner Education (MLE)

The primary goal of the Multilingual Learner Program is to enable our Multilingual Learners to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into three levels, Entering/Emerging (WIDA 1), Developing/Expanding (WIDA II), Expanding/Bridging (WIDA III). At each WIDA level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next WIDA level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

MULTILINGUAL LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

WIDA Level	Required Language Class
WIDA Level I - Entering/Emerging	**EL010Z ML Level I - Entering/Emerging**
WIDA Level II - Developing/Expanding	**EL011Z ML Level IIA - Developing/Expanding**
WIDA Level III - Expanding/Bridging	**EL012Z ML Level III - Expanding/Bridging**
WIDA Level IV - Expanding English Proficiency	**EL013Z ML Level IV - Expanding English Proficiency**

WIDA 010Z Level 1 - Entering/Emerging (Two blocks-full year) 10 credits
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

WIDA 020Z Level II - Developing/Expanding (Two blocks-full year) 10 credits
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

WIDA 030Z III - Expanding/Bridging ((Two blocks-full year) 10 credits
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

WIDA 040Z IV - Expanding English Proficiency(One block-full year) 5 credits
This course is designed for students with an Expanding English Proficiency Level at WIDA Level 4. It stresses the more difficult academic language skills in reading and composition through literature-based instruction using authentic texts. Reading & Writing course topics specifically target essential reading and writing skills for multilingual learners. They focus on various strategies to enhance comprehension and interpretation of texts more effectively. These strategies include skimming, scanning, predicting, summarizing, and making inferences. Students will also engage in reading activities to improve their language proficiency, and vocabulary knowledge. Reading materials can range from simple texts, such as short stories and newspaper articles, to more complex academic texts and literature. Through Writing, students will be expressing ideas, opinions, and information in written discourse. In addition, students will develop their writing skills through structured exercises, creative assignments, and academic tasks aimed at improving grammar, vocabulary, organization, and coherence. Peer review and self-editing will be some of the strategies used throughout this course to help multilingual learners identify and correct errors in their writing.

Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address standards in the following areas:

- Massachusetts Health Frameworks Standards
- Massachusetts Career Readiness Benchmarks
- Massachusetts Visual Arts Standards
- Massachusetts Vocational Technical Standards for Early Childhood Education
- Massachusetts Vocational Technical Standards for Culinary Arts
- National Standards for Family and Consumer Sciences
- National Personal Finance Standards

Family and Consumer Sciences is all about “learning for living.” We offer courses to help young men and women develop a variety of personal and career skills. Classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses

encourage accomplishment through work in small groups and individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	Honors	Heterogeneous
Grades 9		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2306Z Culinary I
Grades 10, 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2306Z Culinary I CS2308Z Culinary II CS2315Z Bake Shop 101 (Semester 1 or 2) CS2314Z Cooking Life After High School (Semester 1 or 2) CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS001 Marketing and Customer Service Experience (Semester 1 or 2)
Grades 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2) CS2314Z Cooking Life After High School (Semester 1 or 2) CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS001 Marketing and Customer Service Experience (Semester 1 or 2)
Grade 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS4245Z Early Childhood IV (5 credits) CS4246Z Early Childhood Education III Internship (5 credits)

		CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2314Z Cooking Life After High School (Semester 1 or 2) CS2317Z Morning Eats: Breakfast and Brunch (Semester 1) CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2) CS001 Marketing and Customer Service Experience (Semester 1 or 2)

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. These courses also benefit students who aspire to be a parent, aunt, or uncle.Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I **Grades 9, 10, 11, 12** **5 credits**
Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and five year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II **Grades 10, 11, 12** **5 credits**
This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, plan lessons for simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply the knowledge you learn directly with the children in the preschool on a regular basis. **Entry Criteria:** Successful completion of Early Childhood Education I.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4244Z Early Childhood Education III **Grades 11, 12** **5 credits**
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You

will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field.
Entry Criteria: Successful completion of Early Childhood Education II.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4245Z Early Childhood Education IV **Grade 12** **5 credits**
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.

CS4246Z Early Childhood III Internship **Grade 12** **5 credits**
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. ***Please Note:*** *Students must have pre-approval from the program instructor.*

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2306Z Culinary I **Grades 9, 10, 11, 12** **5 credits**
In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through food labs, a variety of hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips,"planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of food labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS2308Z Culinary II **Grades 10, 11, 12** **5 credits**
This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production

method style**,** and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts
Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS2309Z Culinary III **Grades 11, 12** **5 credits**
Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.
Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs . Learn how to "bake your own signature items" by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

CS2317Z Morning Eats: Breakfast and Brunch (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Having a difficult time getting ready, eating, and getting to the homeroom before the late bell? Join us to cook and learn more about the most important meal of the day, as well as strategies for fitting it in so you can have more energy, give a boost to your academics, and contribute to your personal health triangle. Research shows that many people miss out on this very important meal of the day, including the Arlington Youth Risk Behavior Survey (YRBS). This is a great opportunity to learn how to plan and prepare a variety of traditional and updated breakfast and brunch recipes through our cooking labs, walking field trips, and engaging projects. We will also learn how to plan, prepare, and host a brunch. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

Young Adult Living, Design, and Consumer Education

CS2314Z Cooking Life After High School (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

CS001 Marketing and Customer Service Experience **Grades 10, 11, 12** **2.5 credits**

(Semester 1 or 2)
Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.

CS1921Z Interior and Fashion Design I **Grades 9, 10, 11, 12** **5 credits**
The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. They will learn about major fashion designers, how to create mood boards, and what equipment they will need in order to make clothes.-Students will learn how to read a sewing pattern and what shapes of clothes suit certain body types as well as the historical significance of various silhouettes. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers. Students will become familiar with the sewing machine through the creation of projects such as pillows, tote bags, and pajamas.

CS2920Z Interior and Fashion Design II **Grades 10, 11, 12** **5 credits**
Students will apply more advanced design techniques through their study of color theory, trends, and costume and historical design. They will select some of their own creative projects and participate in creative community service assignments. Students will stay up to date on the fashion industry by learning about upcycling, famous designers, and fair industry practices. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion Design I.

CS1922Z Interior & Fashion III **Grades 11, 12** **5 credits**
Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.
Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

History & Social Studies

In Arlington Public Schools, students engage in the study of history and social studies through student-centered as well as inquiry and project based learning that emphasizes historical thinking skills such as analysis, sourcing,

synthesizing, contextualization, and corroboration. Students will also consider history from diverse perspectives and engage in a critical analysis of the past that makes connections to today's society and the choices that individuals/groups/nations make today. As part of their study of history, students will also develop their research, media literacy, reading, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Required Courses:
All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History or AP African American Studies may take the place of United States History 2.

Levels	Curriculum A	Heterogenous	Honors/Advanced Placement
Grade 9	SS1110Z Modern World History	NA	SS1105Z Modern World History
Grade 10	SS2210Z United States History I	NA	SS2105Z United States History I
Grade 11	SS3110Z United States History II	NA	SS3106Z US History II OR SS4000Z AP US History OR SS002Z AP African American Studies

The following link may be helpful when determining if Honors History is correct level for you:
"What Does It Mean to Take Honors History?" and "Sample Honors History Work"

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A **Grade 9** **5 credits**
SS1105Z Modern World History - Honors **Grade 9** **5 credits**
In this course, students study major historical events that have created and impacted the world in which we live today. Students will begin with a study of key events from the first half of the twentieth century such as World War I, the interwar years, World War II, modern economic systems, globalization, and international organizations. Students will also study units on the modern Middle East, modern Russia, Latin America, and colonization and post-colonization in Africa. We will also incorporate discussions of current events that connect to eras of the past.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A **Grade 10** **5 credits**
SS2105Z United States History 1 - Honors **Grade 10** **5 credits**
United States History 1 asks students to study the historical foundations of America and make connections to how the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine Indigenous history, the establishment of race in North America, the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes through diverse perspectives.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A **Grade 11** **5 credits**
SS3106Z United States History 2 - Honors **Grade 11** **5 credits**
In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history. Major themes in this course include American foreign policy, government involvement in peoples' lives (domestic policy), protest/change, as well as the experiences of historically marginalized groups in U.S. history.

SS4000Z AP United States History **Grade 11** **5 credits**
The AP US History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester introductory college or university US history course.
Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS002Z AP African American Studies **Grade 11** **5 credits**
The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the equivalent of a two-semester introductory college or university African American Studies course. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

History & Social Studies Elective Offerings

Levels	Advanced Placement	Heterogeneous (all semester courses)
Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7167Z Psychology and Human Behavior SS7806Z Gender & Society
Grades 11, 12 ONLY	SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (Semester) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (Semester) SS7802Z AP United States Government and Politics (full year) SS7000Z AP Psychology (full year) SS002Z AP African American Studies	SS7298Z American Law SS7386Z American Pop Culture SS7154Z Current Issues: America and the World SS003Z Ethnic Studies ***(Not offered 2024-2025 school year)*** SS7295Z Intro to Economics SS7302Z Introduction to Personal Finance SS7280Z Race, Society, and Identity SS7390Z Social History Through Sports
Grade 12 ONLY	SS4400Z AP European History (full year)	

SS4400Z AP European History **Grade 12** **5 credits**

Advanced Placement European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European history should take this course. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7804Z AP Human Geography **Grades 10, 11, 12** **5 credits**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7802Z AP United States Government and Politics **Grades 11, 12** **5 credits**

U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7000Z AP Psychology **Grades 11, 12** **5 credits**

Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11th grade students *in addition* to AP US History or US History 2, but not instead of AP US History or US History 2.** ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7293Z The Economics of Personal Finance **Grades 11, 12** **2.5 credits**
(Semester course) (AP weighting & Syracuse University dual enrollment)

The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is an in- depth explanation of the essential information you need to know to make financially smart decisions for the rest of your life. This detailed Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on

free/reduced lunches can take the course for credit at a greatly reduced fee (See History Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7196Z Economic Ideas and Policy Grades 11, 12 2.5 credits (Semester course) (Syracuse University Dual Enrollment course)
Students will undertake an in-depth study of micro and macroeconomics. In microeconomics, students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choices, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macroeconomics, in which they will consider the potential options the government may use to intervene in the market. Finally, the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course) Grades 11, 12 2.5 credits
This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7386Z American Popular Culture (Semester course) Grades 11, 12 2.5 credits
What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies, television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on elements of pop culture. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7154Z Current Issues: America & the World Grades 11, 12 2.5 credits (Semester course)
Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS003Z Ethnic Studies Grade 12 2.5 credits
This interdisciplinary elective course centers the history and experiences of people of color to empower us to collectively understand the world, while honoring and affirming our intersectional identities. Through Ethnic Studies, students develop the capacity to interrogate and critique systems of power while building solidarity with

others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us all to act locally and globally toward justice and transformation. Topics of study include, but are not limited to: intersectionality, 4 I's of Oppression, Restorative Justice, and more. Adapted from Boston Public Schools Ethnic Studies program. **Prerequisite:** US 2 or equivalent **Students have the option of earning Honors Credit through more challenging research and project work.* ***(Not offered in the 2024-2025 school year)***

SS7806Z Gender & Society (Semester course) Grades 10, 11, 12 2.5 credits
This course will weave critical analysis of scholarship related to gender, sexism, and other interlocking systems of oppression with personal explorations of identity. In partnership between history teachers and social workers, students will learn to hold space for themselves and others, while reflecting on how their gender identity can shape their perception of self, others, and the world. Methods include journal, guided discussion, circle discussions, and using norms to create a safe space for self-expression. In addition, students will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach which reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.

SS7295Z Introduction to Economics (Semester course) Grades 11, 12 2.5 credits
Through the use of simulations and activities, students will be given the economic tools needed for life as a consumer and citizen. In this class, students will learn the basic fundamentals of how capitalism and markets work. As a case study of markets and to start building a foundation in investing, students will engage in the study of the stock and bond markets. There is also a personal finance unit in which students will learn the tools needed to make informed financial decisions. Students will also engage in the study of macroeconomics to learn concepts needed for citizenship. This will include an in depth analysis of the US budget and tax code. Furthermore the students will learn about the causes of inflation and unemployment and what, if anything, the Federal Reserve, Congress, and the President could do to manage these economic situations. The primary goals of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make informed personal and public decisions. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7302Z Introduction to Personal Finance (Semester course) Grades 11, 12 2.5 credits
This class is designed to give students the tools needed to successfully manage their personal finances by learning basic financial concepts and research skills. Students will learn about the pressures to spend and how to avoid spending haphazardly by making financial statements which includes budgets. They will investigate credit, so they can know how to have a high credit score while limiting bad debt. In addition students will learn how to navigate major purchases like college, housing, and automobiles while protecting themselves from economic peril by learning about insurance. Finally the students will also engage in an in depth study of saving and investing.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7167Z Psychology & Human Behavior (Semester course) Grades 10, 11, 12 2.5 credits
This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7280Z Race, Society, and Identity (Semester course) Grades 11, 12 2.5 credits
In this course students will critically analyze the construction of race and the effects it has had on American society through a seminar style approach with hands-on projects. The course starts with an understanding of the self, from which an understanding of modern racial context is then sought. Throughout the course of this class we will go over various case studies in order to shed light on the deeply rooted history of racial discrimination and violence in this country that continues to be prevalent today. Towards the end of the course our focus will shift towards learning contemporary theory around Race and empowering students to act against those issues in meaningful ways. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7390Z Social History Through Sports (Semester course) Grades 11, 12 2.5 credits
Students will examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport that continues through today. The methodology and approach of the course will include large amounts of discussions, reflective writing, and creative projects based on several multimedia resources such as documentaries and films, as well as historical readings and resources. Some topics will include Muhammad Ali and Malcolm X, gender equality in sports, the O.J. Simpson trial, and an examination of Boston sports racial history, and many more. By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.**Students have the option of earning Honors Credit through more challenging research and project work.*

Mathematics & Computer Science

The course sequences in the chart below represent the traditional progression at each level. While students may take courses in any grade, they must follow the recommended sequence. For example, a student may take Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must study Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses**. Please note the courses listed under “Electives” do not satisfy the mathematics graduation requirements.

Levels	Honors or AP	Curriculum A	Curriculum B
Grade 9	MA1105Z Geometry - Cur. H	MA1215Z Algebra I - Cur. A MA2215Z Geometry - Cur. A	MA1210Z Pre-Algebra - Cur. B
Grade 10	MA2105Z Algebra II - Cur. H	MA2215Z Geometry - Cur. A MA3215Z Algebra II - Cur. A	
Grade 11	MA3105Z Pre-Calculus - Cur. H MA4100Z AP Statistics	MA3215Z Algebra II - Cur. A MA3110Z Pre-Calculus - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	

Grade 12	MA4010Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus - Cur. H MA4100Z AP Statistics	MA3110Z Pre-Calculus - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grades 11, 12	MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B **Grades 9, 10, 11, 12** **5 credits**

Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their knowledge of ratios and proportionality to solve various percent problems, including discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or using the fact that relationships of lengths within an object are preserved in similarity. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.
Suggested Entry Criteria: Understand basic arithmetic
Next Course: Algebra I Curriculum A

Algebra I

MA1215Z Algebra I - Curriculum A **Grades 9, 10, 11, 12** **5 credits**

Algebra I Curriculum A is the first course in a college preparatory sequence. This course addresses the standards of the current state framework with significant emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots following the Number and Quantity domain standards. Content areas including scatter plot, line of best fit, and basic counting principles, connect to the Statistics and Probability domain. The Geometry domain is addressed in work done in the coordinate plane.
Suggested Entry Criteria: Understand Math 8 or equivalent concepts and skills
Next Course: Geometry Curriculum A or Geometry Honors

Geometry

MA1105Z Geometry - Honors **Grades 9, 10** **5 credits**

Geometry Honors is the second course in a college preparatory sequence. This honors course addresses the

requirements of the current state framework, with significant emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. The students demonstrate higher-order thinking skills in solving non-routine problems, discovering and writing inductive, deductive, indirect, and coordinate proofs.
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

MA2215Z Geometry - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Geometry Curriculum A is the second course in a college preparatory sequence. This course addresses the requirements of the current state framework with significant emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems and use inductive and deductive reasoning to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem-solving. Students use sample spaces to find simple probabilities consistent with the Statistics and Probability domain standards.
Suggested Entry Criteria: Successful completion of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

Algebra II

MA2105Z Algebra II - Honors **Grades 10, 11, 12** **5 credits**
Algebra II Honors is the third course in a college preparatory sequence. Students demonstrate higher-order thinking skills by applying concepts to challenging and real-world problems. This honors course addresses the current state framework, emphasizing the Algebra and Functions domains. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric, and polynomial functions using discrete and recursive models. They will develop their understanding of equation solving to incorporate multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents and study its structure and properties. Students work in the coordinate plane exploring quadratic relationships as they address the standards of the Geometry domain. The Statistics and Probability domain standards are addressed as students interpret data to find a model to fit the data. **A TI-83+or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Geometry
Next course: Pre-Calculus Honors, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics

MA3215Z Algebra II - Curriculum A **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum A is the third course in a college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, trigonometry, logarithms, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem-solving applications. Technology is integrated into the course to support problem-solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Successful completion of Geometry
Next Course: Pre-Calculus Honors, Pre-Calculus Curriculum A, Statistics Curriculum A, or AP Statistics

Pre-Calculus

MA3105Z Pre-Calculus - Honors **Grades 11, 12** **5 credits**
Pre-Calculus Honors is a prerequisite course for our Calculus sequence. It is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series, and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the Competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concept and skills of Algebra II.
Next Course: AP Calculus BC, AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

MA3110Z Pre-Calculus - Curriculum A **Grades 11, 12** **5 credits**
Pre-Calculus Curriculum A is a prerequisite course for our Calculus sequence. Pre-Calculus Curriculum A addresses the same topics as Pre-Calculus Honors at a modified level of rigor. Topics studied include polynomial, trigonometric functions including their graphs, inverses, and identities, exponential and logarithmic functions, complex numbers, and an introduction to vectors. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.
Next Course: AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

Calculus

MA4005Z AP Calculus BC **Grade 12** **5 credits**
Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, additional material in differential equations, approximation using infinite series, and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. $115) in May. In addition, students will be invited to participate in one or both of the two competitive math exams offered: the Math Olympiad and the AMC Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus Honors

MA4010Z AP Calculus AB **Grade 12** **5 credits**
Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required to take the Advanced Placement Exam at the AB level (cost approx. $115) in May. In addition, students will be invited to participate in one or both of the two competitive math exams offered: the Math Olympiad and the AMC Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus

MA4105Z Calculus - Honors **Grade 12** **5 credits**
Calculus Honors completes the advanced sequence, emphasizing functions, derivatives, and antiderivatives. Students are introduced to the fundamental topics in calculus, including limits, simple derivatives, and their applications to functions and problem-solving. Applications of the derivative and integral are introduced throughout the course. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Pre-Calculus
Statistics and Quantitative Reasoning

MA4100Z AP Statistics **Grades 11, 12** **5 credits**
AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. $115) in May. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A, at a minimum.

MA4125Z Statistics - Curriculum A **Grades 11, 12** **5 credits**
Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended. Suggested Entry Criteria: The successful completion of Algebra II Curriculum A.

MA4315Z Quantitative Reasoning - Curriculum A **Grades 11, 12** **5 credits**
Quantitative Reasoning A is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications. It prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Understand the concepts and skills of Algebra II

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Honors **Grades 11, 12** **2.5 credits**
Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is an essential tool of many mathematical procedures used for solving problems in science and engineering. This class will concentrate on linear algebra's mathematical theory and methods. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will understand a matrix as a linear transformation relative to a basis of a vector space.
Suggested Entry Criteria: Algebra II or equivalent

MA5003Z Introduction to Number Theory - Honors **Grades 11, 12** **2.5 credits**
This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers, the Fundamental Theorem of Arithmetic, the Euclidean Algorithm, the Diophantine Equations, Congruence Equations and their Applications (e.g., Fermat's Little Theorem); Multiplicative Functions (e.g., Euler's Phi Function); Application to Encryption and Decryption of Text.
Suggested Entry Criteria: Algebra II or equivalent

Project-Based Electives

The following electives are offered within the Mathematics Department. While presented as listings in the Mathematics Department, these electives do not satisfy mathematics graduation requirements.

Computer Science	**Electives** **Full-Year Courses** MA7414Z Honors Computer Science Principles (Grades 9-12) MA7415Z AP Computer Science Principles (Grades 10-12) MA7411Z AP Computer Science A (Grades 10-12) MA7419Z Computer Science Discoveries - Curr. A (Grades 9-12) **Semester Courses** MA7420Z Video Game Development - Honors (Grades 10-12) MA7425Z SUPA Cyber Security - Honors (Grades 10-12) MA7424Z Artificial Intelligence (A.I.) with Python - Honors (Grades 10-12) MA7518Z JavaScript and Web Development - Honors (Grades 10-12) IN9915Z Independent Study in Computer Science (Grade 12) MA7427Z Projects in Computer Science - Honors (Grades 10-12) MA7421Z Advanced Robotics - Honors (Grades 10-12) MA7416Z Introduction to Data Science (Grades 9-12)
Computer Aided Drafting and Design (C.A.D.D.)	Students who are interested in studying Computer Aided Drafting and Design Course should register for Design, Engineering & Fabrication I. Students who have completed C.A.D.D. I, II or III may enroll in Design, Engineering & Fabrication II or III for the next level of study. These math electives are now listed along with other courses in the makerspace pathway.

Computer Science

MA7419Z Computer Science Discoveries - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun.
Suggested Entry Criteria: There are no prerequisites for this course.

MA7414Z Honors Computer Science Principles **Grades 9, 10, 11, 12** **5 credits**

Honors Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet and algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles **Grades 10, 11, 12** **5 credits**
AP Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7410Z AP Computer Science A **Grades 10, 11, 12** **5 credits**
The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology concentrating on problem-solving and algorithm development. It is meant to be equivalent to a first-semester college-level computer science course. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments.
Suggested Entry Criteria: Successful completion of Computer Science Principles.

MA7420Z Video Game Development - Honors **Grades 10, 11, 12** **2.5 credits**
Learn to program and have fun doing it. We will use the Java programming language to develop video games and simulations. This course will feature several independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7425Z SUPA Cyber Security - Honors **Grades 10, 11, 12** **2.5 credits**
Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. The course will focus on a comprehensive understanding of information security rather than a specific security area. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the essentials of computer programming. It is a college level course that is considered above AP level of difficulty.

MA7424Z Artificial Intelligence with Python - Honors **Grades 10, 11, 12** **2.5 credits**
Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments use in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high-level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors **Grades 10, 11, 12** **2.5 credits**
Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations, and informational websites. The course will introduce the students to various computer science topics, including HTML, CSS, and JavaScript. We will develop full websites and JavaScript-enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students. Still, the environment we will be using is available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7421Z Advanced Robotics - Honors **Grades 10-12** **2.5 credits**
Build your own robots! Program them to do creative and valuable tasks! We will be using Lego EV3 kits and extending them with the Python programming language to develop advanced solutions for robotic tasks. This class goes beyond the standard Lego development environment to delve into what robots can do for us and how to get them to do it with a modern and growing computer language. This course is designed for students who have no previous programming experience to advanced students who have programmed robots and want to advance their knowledge of computer science through independent projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

IN9915Z Independent Study in Computer Science **Grade 12** **2.5 credits**
This course focuses on applying advanced concepts learned during the AP course to fun and exciting student-driven projects. With a broad range of potential projects from websites, apps, and games, to simulations and robotics, students will be able to pursue aspects of Computer Science that they find most interesting. The students will have the opportunity to work with other teachers and community members to help discover the needs and goals of software that can be used in the broader community.
Suggested Entry Criteria: Successful completion of AP Computer Science A.

MA7427Z Projects in Computer Science - Honors **Grades 10, 11, 12** **2.5 credits**
Develop and implement a project of your own design! In this class, we will start by engaging with our questions about the world and technology. We will then work together as a class and in small groups to bring a tangible solution to life. We will develop projects from the ground up and engage with our community to attempt to tackle problems that matter. Students will build their skills in research, interview, teamwork, presentation, design, coding, and more. This course is designed for students with no programming experience to advanced students who want to further their computer science and project development skills through in-depth projects. Computers and online tools will be provided for all students in class.

MA7416Z Introduction to Data Science **Grades 10, 11, 12** **2.5 credits**
This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice. **Suggested Entry Criteria:** Some programming experience recommended

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.*
Prerequisites: None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12 2.5 credits
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and “clean room” fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Curriculum H Grades 10, 11, 12 2.5 or 5.0 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV- Curriculum H Grades 10, 11, 12 2.5 or 5.0 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All full-year Performing Arts classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS - Full year courses

Levels	Honors	Curriculum A	Heterogenous

Grade 9	PA7105Z Honors Symphonic Band PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7125Z Madrigal Singers* PA00013Z Mural Painting & Set Design PA00033Z Introduction to World Music History and Theory (Semester) PA9241Z Pep Band/Drumline - Honors PA7220Z Jazz Band*	PA7228Z Concert Choir PA7231Z Concert Choir (biweekly) PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA00036Z Rock Band I (Semester 1) PA00037Z Rock Band II (Semester 2)	PA1250Z Drama I - Heterogenous PA8200Z Intro to Music Technology (year-long) PA00015Z History of Music in Film I - Early (Semester 1) - Heterogenous PA00016Z History of Music in Film II - Modern (Semester 2) Heterogenous PA00019Z Live Music Engineering (Semester 1) PA00020Z Recording Engineering (Semester 2) PA00034Z Piano Studio/Applied Piano (Semester)
Grades 10, 11, 12	PA7105Z Honors Symphonic Band PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7125Z Madrigal Singers* PA00033Z Introduction to World Music History and Theory - Honors (Semester) PA9241Z Pep Band/Drumline - Honors PA7220Z Jazz Band*	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA7223Z Chorale PA2232Z Chorale (biweekly) PA00036Z Rock Band I (Semester 1) PA00037Z Rock Band II (Semester 2)	PA8200Z Intro to Music Technology (year long) PA0003Z Songwriting and Production(Semester) PA0004Z Music and Sound for Film (Semester) PA0005Z Mixing and Mastering Music (Semester) PA0006Z Sound and Design Electronic Music (Semester) PA0007Z Digital Music Portfolio I (Semester) PA0008Z Digital Music Portfolio II (Semester) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester) PA4143Z Global Film Comedies: The International Convergence of Humor,

			Culture, and History (Semester) PA00019Z Live Music Engineering (Semester 1) PA00020Z Recording Engineering (Semester 2**)** PA00015Z History of Music in Film I - Early (Semester 1) PA00031Z Advanced Scene Study and Improvisation (Semester) PA00032Z Play Building and Directing (Semester) PA00034Z Piano Studio/Applied Piano (Semester)

*Students must try out for this course. See Performing Arts Director for details

PA1250Z Drama I - Curriculum A **Grade 9** **5 credits**
Drama 1 is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

PA4141Z Classic American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4143Z Global Film Comedies: Grades 10, 11, 12 2.5 credits
The International Convergence of Humor, Culture, and History
This course explores the universality of comedy as represented in the study of a diverse world cinema. We will delve into how comedic films reflect beliefs, values, and traditions of various global experiences. What is considered funny in Europe, Africa, and Asia reveals significant differences and embraces the common bonds we all have.

PA00013Z Mural Painting & Set Design - Honors Grades 9, 10, 11, 12 5 credits
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

PA7210Z String Orchestra - Curriculum A Grades 9, 10, 11, 12 5 credits
In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of the instructor.

PA7111Z String Orchestra - Curriculum A Grade 9 2.5 credits (biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria: Students in grades 10-12 require pre-approval from the instructor.**

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble - Curriculum H Grades 9, 10, 11, 12 5 credits
In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts. **Required Entry Criteria: Audition**

PA7105Z Honors Symphonic Band - Honors Grades 9, 10, 11, 12 5 credits
PA7205Z Symphonic Band - Curriculum A
This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately.

PA7026Z Symphonic Band - Curriculum A Grade 9 2.5 credits (biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria: Students in grades 10-12 require pre-approval from the instructor.**

PA7220Z Jazz Band - Honors Grades 9, 10, 11, 12 2.5 credits
The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different

styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition**

PA7228Z Concert Choir - Curriculum A **Grade 9** **5 credits**
This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA7231Z Concert Choir - Curriculum A (biweekly/year-long) **Grade 9** **2.5 credits**
For an option for grade 9 students that meets twice a week opposite your PE course, please use the course.

PA7223Z Chorale - Curriculum A **Grades 10, 11, 12** **5 credits**
This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

PA2232Z Chorale - Curriculum A (biweekly/year-long) **Grade 9** **2.5 credits**
For an option that meets twice a week opposite your PE course. **Requires pre-approval from the instructor.**

PA7125Z Madrigal Singers - Honors **Grades 9, 10, 11, 12** **5 credits**
This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. ***Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir.*** This class meets every day at 7:30am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance and musicianship. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition; concurrent enrollment in Chorale (grade 9 students); Concert Choir (grades 10-12 students)**

PA9241Z Pep Band/Drumline - Honors **Grades 9, 10, 11, 12** **5 credits**
Pep Band Drumline is an honors level performance-based class that teaches you the skills and techniques of marching percussion, including snare drums, bass drums, tenor drums, cymbals, and keyboards. You will learn how to read music, play cadences, improvise solos, and create your own grooves. You will also develop teamwork, leadership, and communication skills as you work with your fellow drummers and the rest of the pep band. Pep Band Drumline is open to all students who have some musical background and a passion for percussion. **No audition is required, but you must be willing to commit to regular rehearsals and performances throughout the year.**

PA00031Z Advanced Scene Study and Improvisation **Grades 10, 11, 12** **2.5 credits**
(1 Semester)
In this class, students are encouraged to explore the depths of their creativity and hone their acting skills through a combination of scripted performances and improvisation. The curriculum is designed not only to nurture the technical aspects of acting but also to delve into the emotional and psychological aspects of character development.

Students engage in a variety of exercises aimed at preparing them emotionally for the roles they undertake. From intense character analysis to emotional vulnerability exercises, they learn to tap into their own experiences and emotions, cultivating a rich and authentic connection to the characters they portray. This emotional depth brings a heightened sense of realism to their performances, creating a powerful connection with the audience.

The class places a strong emphasis on acting honestly in imaginary circumstances, challenging students to step outside their comfort zones and embrace the authenticity of the characters they embody. Through improvisational exercises, students learn to think on their feet, respond instinctively, and create compelling scenes on the spot. This not only fosters a sense of spontaneity but also enhances their ability to immerse themselves in the fictional worlds they bring to life.

PA00032Z Play Building and Directing (1 Semester) Grades 10, 11, 12 2.5 credits
In Play Building and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PA00034Z Piano Studio/Applied Piano Grades 9, 10, 11, 12 2.5 credits
Explore Your Musical Passion: Personalized Piano Course for All Skill Levels. Unleash your musical potential with our dynamic and engaging piano course designed exclusively for high school students of any proficiency level – whether you're a beginner, intermediate, or advanced player. Delve into a diverse repertoire that celebrates your favorite tunes and genres. From classical compositions to contemporary hits, you'll have the opportunity to learn masterpieces that resonate with your musical taste, fostering a deeper connection to the music you cherish. Regardless of your current level, our curriculum covers a wide spectrum of techniques, theory, and musicality. Beginners will build a solid foundation in piano fundamentals, while intermediate and advanced students will refine their skills through challenging exercises and advanced repertoire. Engage in a vibrant community of fellow music enthusiasts where collaboration, creativity, and support thrive. Participate and learn from peers in ensemble sessions, workshops, and performance opportunities to showcase your progress.
Note: Course content and structure may vary based on individual needs and skill levels.

PA00033Z Intro to Music History and Theory, Honors (Semester 1) Grade 9, 10, 11, 12 2.5 credits
This course explores the diversity and richness of musical traditions from around the world. We will examine how these musical traditions are influenced by and influence the cultural, social, political, and historical contexts in which they are performed. We will also learn how to analyze music from different perspectives, using concepts such as pitch, rhythm, harmony, melody, form, style, genre, and instrumentation. Through listening to recordings of various musical genres and styles, we will develop our musical appreciation and critical thinking skills.The course syllabus will include weekly listening sessions that cover a range of musical genres and styles from different regions of the world, readings and exercises that provide background information and analysis skills for selected musical works or composers, and a final research project that includes a presentation inspired by a chosen theme or region. Open to students who have an interest in world music and want to learn more about its history and theory. The course is also suitable for students who want to improve their musical skills or explore new musical possibilities.

Music Technology

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. **Prerequisite:** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.

PA8200Z Introduction to Music Technology - Heterogeneous **Grades 9, 10, 11, 12** **5 credits**

This course is required before a student may take any other course in music technology *(waived for students with a year or more experience in one of our performing ensemble classes)*. Students will be introduced to the study of music technology, the equipment, and to the programs offered in our lab (including Band-in-a-Box, Aurelia Ear Training, Sibelius Notation software, and Music Theory tools). Instrument and equipment care will be included. Students will complete 'mini' projects in each of the programs.

PA9004Z Music and Sound for Film - Heterogeneous **Grades 10, 11, 12** **2.5 credits**

Learn the craft and history of great music and sound in Cinema. Apply your learning in creative projects, practicing the art of film scoring, Projects focus on creating the music and soundscapes that bring films to life including environmental sounds or "Foley" and sound effects.
Culminating projects will be created in association with ACMI, presented for the community.

PA0003Z Songwriting and Production - Heterogeneous **Grades 10, 11, 12** **2.5 credits**

The craft and business of songwriting as a semester course. In this course, students learn to create demos of their songs using a combination of recorded audio and synthesized/sampled textures in order to fit their needs. They use virtual instruments; learn to mix multiple audio sources; create semi-professional level mixes that incorporate groups, effects and effect chains; and more. Students create a personal workflow for composition, demo production and artist management.

PA9005Z Mixing and Mastering - Heterogeneous **Grades 10, 11, 12** **2.5 credits**

Project centered course with a focus on using digital processing to improve and restore recordings to their full potential. Learn how EQ, compression, filters and delay effects work together in music and sound production. Mix and master your own songs or the songs of others recorded in our music studio. Before/after projects in your portfolio will demonstrate practical results of what you have learned.

PA9006Z Sound Design, Synthesis and Electronic Music Programming - Heterogeneous **Grades 10, 11, 12** **2.5 credits**

Project centered course for the electronic musician or sound designer. The course will focus on creating customized sound pallets, with various software synthesizers. Students engage in learning the fundamentals of synthesis, while using and even creating their own music "plugins".

PA9007Z Digital Music Portfolio I - Heterogeneous **Grades 11, 12 only** **2.5 credits**

For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is

an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II - Heterogeneous Grade 12 only 2.5 credits
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA00015Z History of Music in Film I - Early (Semester 1) Grades 9, 10, 11, 12 2.5 credits
The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the "Talkies" and on to the grand Romantic scores of modern times through the 1970s and John William's first "Star Wars". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00036Z Rock Band I (Semester 1) Grades 9, 10, 11, 12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00037Z Rock Band II (Semester 2) Grades 9, 10, 11, 12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00019Z Live Music Engineering (Semester 1) Grades 9, 10, 11, 12 2.5 credits
Using our Auditorium and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course provides an introduction to Live Event Engineering through learning the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining Dante certification levels, and developing each student's listening skills through the practice of mixing in our auditorium. Planning and executing sound support for Live Events that involve a variety of musical ensembles under diverse performance conditions; live-performance/concert recordings are the core elements of this course, culminating in a portfolio of work earning certification as a studio and live engineer for the AHS Performing Arts Center. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00020Z Recording Engineering (Semester 2) Grades 9, 10, 11, 12 2.5 credits
Using our recording studio and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course continues the introduction to Sound Recording Engineering building a deeper understanding of the principles of sound, sound recording, connectivity, signal flow,

microphone choice, and placement, attaining further Dante certification levels, and developing each student's listening skills through the practice of mixing in our studio. Planning and executing recording sessions that involve a variety of musical ensembles under diverse recording conditions; live-performance/concert recordings; multi-track recording, overdub, and remix procedures; and research in recording techniques are all part of the study culminating in a portfolio of work earning certification as a studio engineer for the AHS Recording Studio. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

Wellness (Physical Education)

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health and Physical Education Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from the 7 guiding practices of these frameworks. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the department head of wellness.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Wellness Program.
- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students will be limited to just 2 quarter electives in the Grade 10 year. Students are not allowed to take electives marked for Grade 11 and 12 only.
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entrail taking two quarter electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

Wellness Absence Clarification

- There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Levels	Courses
Grade 9	PE1610Z 9th Grade Wellness Program
Grades 10, 11, 12 Electives	PE7661Z Personal Fitness (2.5 credits) PE7705Z Team Sports (2.5 credits) PE7025Z Yoga (2.5 credits) PE7006Z Walking (2.5 credits)

Grades 11, 12 (see below as well)	PE7700Z Advanced CPR & First Aid (2.5 credits) PE5655Z Adaptive Physical Education Leader (2.5 credits) PE7021Z Nutrition (2.5 credits) PE7007Z Biking (2.5 credits) PE7027Z Intro to Relaxation (2.5 credits) PE7020Z Recreational Sports (2.5 credits) PE7918Z Basic Physical Defense (for students who identify as female/non-binary) (2.5 credits) PE7919Z Basic Physical Self Defense (for students who identify as male/non-binary) (2.5 credits) PE7662Z AM Personal Fitness (2.5 credits) PE7664Z Drugs and the Body (2.5 credits) PE7917Z Athletic Training (2.5 credits) PE7619Z Outdoor Rock Climbing (2.5 credits) PE7693Z Dance for Fitness (2.5 credits) PE7695Z Pilates (2.5 credits)
Grades 11, 12 only	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits) PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits) PE7692Z Advanced Relaxation (Grade 11 and 12 only) (2.5 credits) PE7686Z Physical Education Leader (Grade 11 and 12 only, Fall Semester, 5 credits) PE7688Z Physical Education Leader (Grade 11 and 12 only, Spring Semester, 5 credits)
Grade 12 only	PE3725Z Personal PE Independent Study (All four Quarters) (2.5 credits)

PE1610Z 9th Grade Wellness Program **Grade 9** **2.5 credits**
This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Independent Study **Grade 12 only** **2.5 credits**
Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness **Grades 10, 11, 12** **2.5 credits**

This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE77662Z AM Personal Fitness **Grades 10, 11, 12** **2.5 credits**
This course will meet from 7:30am-8:20am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Q1 & Q2) **Grades 11, 12 only** **5 credits**
PE7688Z Physical Education Leader (Spring Q3 & Q4) **Grades 11, 12 only** **5 credits**
This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

PE7914Z Backpacking & Camping **Grades 11, 12 only** **2.5 credits**
This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7705Z Team Sports **Grades 10, 11, 12** **2.5 credits**
Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping **Grades 11, 12 only** **2.5 credits**
This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid **Grades 10, 11, 12** **2.5 credits**
Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking **Grades 10, 11,12** **2.5 credits**
This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga **Grades 10, 11, 12** **2.5 credits**
Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader **Grades 10, 11, 12** **2.5 credits**
This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club,

students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition **Grades 10, 11, 12** **2.5 credits**
This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking **Grades 10, 11 ,12** **2.5 credits**
This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7027Z Intro to Relaxation **Grades 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7020Z Recreational Sports **Grades 10, 11, 12** **2.5 credits**
Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7917Z Athletic Training **Grades 10, 11, 12** **2.5 credits**
This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (Female/Non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7919Z Basic Physical Self Defense (Male/Non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7664Z Drugs and the Body **Grades 10, 11, 12** **2.5 credits**
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

PE7691Z Outdoor Rock Climbing **Grades 10, 11, 12** **2.5 credits**
This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PE7692Z Advanced Relaxation **Grades 11, 12 only** **2.5 credits**
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PE7693Z Dance for Fitness **Grades 10, 11, 12** **2.5 credits**
This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PE7695Z Pilates **Grades 10, 11, 12** **2.5 credits**
This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

Science

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
    - **9th grade students** must take Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
        - Students take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the 9th grade. Passing a science MCAS is required to meet state and local graduation requirements.^
    - **10th grade students** take an Introductory Biology Course.
    - **11th and 12th grade students** are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.
- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
    - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

^If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, they will move on to Biology and then take the Biology MCAS.

Science Course Offerings

Levels	Honors or AP	Curriculum A / Heterogenous
Grade 9	SC1105Z Physical Science-Curr. H AC032ZDesign, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year)	SC1115Z Physical Science-Curr. A
Grade 10	SC2106Z Biology-Curr. H Science Electives* AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III-Honors SC035Z Design, Engineering & Fabrication IV-Honors (½ year)	SC2111Z Biology-Curr. A Science Electives* SC4007Z AP Physics 1 SC4007Z AP Physics 2 SC7294Z Science Training and Research SC7258Z Astronomy (½ year) SC7277Z Oceanography (½ year) SC7298Z Geomorphology (½ year) SC7288Z Physiology of Exercise & Activity (½ year)
Grade 11	SC3106Z Chemistry-Curr. H SC4106Z Physics-Curr. H SC4010Z AP Biology SC4007Z AP Physics 1 SC4008Z AP Physics 2 Science Electives* AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III-Honors SC035Z Design, Engineering & Fabrication IV-Honors (½ year)	SC3111Z Chemistry-Curr. A SC3217Z Applied and Quantitative Chemistry- Curr. A SC4116Z Physics-Curr. A Science Electives* SC3252Z Anatomy and Physiology SC7268Z Environmental Science SC7294Z Science Training and Research SC7258Z Astronomy (½ year) SC7277Z Oceanography (½ year) SC7298Z Geomorphology (½ year) SC7288Z Physiology of Exercise & Activity (½ year)
Grade 12	SC3106Z Chemistry - Curr. H SC4106Z Physics - Curr. H SC4010Z AP Biology SC4002Z AP Chemistry SC4070Z AP Environmental Science SC4007Z AP Physics 1 SC4008Z AP Physics 2 SC4011Z AP Physics C (Mechanics) SC4012Z AP Physics C (Electricity and Magnetism) Science Electives* AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year)	SC3111Z Chemistry SC3217Z Applied and Quantitative Chemistry - Curr. A SC3111Z Chemistry SC4116Z Physics Science Electives* SC3252Z Anatomy and Physiology SC7268Z Environmental Science SC7294Z Science Training and Research SC7258Z Astronomy (½ year) SC7277Z Oceanography (½ year) SC7298Z Geomorphology (½ year) SC7288Z Physiology of Exercise & Activity (½ year)

	SC034Z Design, Engineering & Fabrication III-Honors SC035Z Design, Engineering & Fabrication IV-Honors (½ year)	

***** Science elective courses are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

Physical Science Course Offerings

SC1105Z Physical Science Honors **Grade 9** **5 credits**
This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. Students will be prepared to successfully complete the Introductory Physics MCAS test.
Suggested Entry Criteria: A- or better in eighth grade science and algebra, teacher recommendation.

SC1115Z Physical Science - Curriculum A **Grade 9** **5 credits**
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. Students will be prepared to successfully complete the Introductory Physics MCAS test.

Biology Course Offerings

SC2106Z Honors Biology - Honors **Grade 10** **5 credits**
Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks.
Suggested Entry Criteria: "B" or better in Honors level Physical Science or an "A" in A level Physical Science and science teacher recommendation.

SC2111Z Biology - Curriculum A **Grade 10** **5 credits**
This student-centered and differentiated course emphasizes the molecular, cellular, anatomical and ecological aspects of the living world. Students gain skills in note taking and oral defense of their ideas. Special emphasis is placed on characteristics of organisms, cells, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises, some of which require formal lab reports. Reading and writing assignments include articles from science magazines.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Honors **Grades 11, 12** **5 credits**

This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry.
Suggested Entry Criteria: Completed Algebra 2

SC3111Z Chemistry - Curriculum A **Grades 11, 12** **5 credits**
This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC3217Z Applied and Qualitative Chemistry - Curriculum A Grades 11, 12 **5 credits**
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC4116Z Physics* **Grade 11, 12** **5 credits**
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently). **Students have the option of earning Honors Credit through more challenging research and project work.*

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. *AP students are required to take the College Board's National Advanced Placement examination in May.*

SC4010Z Biology AP **Grades 11, 12** **5 credits**
The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals.

Suggested Entry Criteria: B or better in Honors Biology or A- or better in Biology, *Successful completion of chemistry is highly recommended,* teacher recommendation.

SC4002Z Chemistry AP **Grade 12** **5 credits**

Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade.
Suggested Entry Criteria: "B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of Pre-calculus is highly recommended*, teacher recommendation.

SC4007Z AP Physics 1 **Grades 10, 11, 12** **5 credits**

This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, and momentum. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and STEM projects will be assigned both semesters.
Suggested Entry Criteria: Algebra 2; *must be comfortable with trig and manipulating equations.*

SC4008Z AP Physics 2 **Grades 10, 11, 12** **5 credits**

This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters.
Suggested Entry Criteria: B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics) **Grades 11, 12** **2.5 credits**

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems.
MUST ALSO BE ENROLLED IN AP PHYSICS C ELECTRICITY AND MAGNETISM
Corequisite: *Successful completion of Calculus is necessary. Teacher and Science Director approval is required.*

SC4012Z AP Physics C (Electricity and Magnetism) **Grades 11, 12** **2.5 credits**

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to topics outlined by the College Board for the AP Physics C: Electricity and Magnetism exam. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.
MUST ALSO BE ENROLLED IN AP PHYSICS C MECHANICS

Corequisite: ***Successful completion of Calculus is necessary. Teacher and Science Director approval is required.***

SC4070Z Environmental Science AP **Grades 11, 12** **5 credits**
AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated.
Suggested Entry Criteria: Completion of biology, completed or concurrent chemistry, previous science teacher recommendation.

Full Science Elective Course Offerings

SC3252Z Anatomy and Physiology **Grades 11, 12** **5 credits**
This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy.
Suggested Entry Criteria: B- or better in Biology ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7268Z Environmental Science **Grades 11, 12** **5 credits**
Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science.
Suggested Entry Criteria: B- or better in Biology. ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7294Z Science Training and Research **Grades 10, 11, 12** **5 credits**
All students begin their first year working to build a critical mass of understanding of an area of research related to: physical science, life science, computer science, mathematics, or social science. Initially, students are taught the process of online bibliographic research and are able to access many professional scientific databases. Students use library and Internet research tools to identify specific subjects currently being studied within their chosen area of interest. Students find and study several scientific journal articles then present the information from some of their articles to the class. Once an extensive amount of background material is acquired and a strong sense of understanding is gained, students make contact with research scientists within their field of interest. Often these are the local authors of the articles they have read. At this time, the students ask the scientists to serve as mentors, assisting in carrying out a research project in the area of interest over the upcoming summers and following school years, or to help find appropriate scientists to do so. During the summer following the first year of the course, students participate in research that they design and conduct under the supervision of their mentors. Most often this occurs at the lab where the mentors do their research.

Due to the extensive amount of time many of the research projects demand, and the continuity required, **the majority of the research takes place over the next two summers** (leading into Junior and Senior years) with some work being done to maintain the project during the Junior year of school. Students therefore **must** schedule

their summers appropriately. Extensive summer jobs or multi-week vacations (unless related to the research project) have often been the reason students may not take the course. As Juniors and Seniors students actively continue working on their project as well as write a research paper documenting their work and enter all possible science competitions to present their research.

½ year Science Elective Courses

SC7258Z Astronomy **Grades 10, 11, 12** **2.5 credits**
This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own spacecrafts in Kerbal Space Program. * *Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.*

SC7277Z Oceanography **Grades 10, 11, 12** **2.5 credits**
This half-year course, offered each semester, provides an introduction to oceanography, including the origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography. * *Students have the option of earning Honors Credit through more challenging research and project work.*

SC7286Z Weather and Climate **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. * *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.* ***(Not offered 2024-2025 school year)***

SC7298Z Geomorphology **Grades 10, 11, 12** **2.5 credits**
The Earth’s surface is sculpted by tectonic plates, gravity, the movement of water and glaciers, air patterns, and other surficial processes. The topography of the land in turn affects the flow of matter and energy and how humans and other organisms are able to interact with it. In this course, students will explore the surface processes that have and continue to carve Earth into its current form, spend time outside observing examples of landmasses, construct a geologic history of the Greater Boston region, and build 3-dimensional models to test and represent their understanding. **Students have the option of earning Honors Credit through more challenging research and project work.*

SC7288Z Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**
This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and

special environments (high and low altitude, heat and cold). **Prerequisite: Must be currently enrolled or have completed Biology.** ** Students have the option of earning Honors Credit through more extensive assignments, tests, and projects.*

SC7295Z Entomology **Grades 10, 11, 12** **2.5 credits**
This course is designed as an introduction to insects and their allies. Morphology, anatomical adaptations, classification, identification, ecology, and social applications will be discussed throughout the course. Laboratory activities will include identification investigations, observing live specimens, preparing specimens, and dissection. An endangered insect species from the IUCN Red List of your choice will be researched and a proposal for conservation will be presented. ***(Not offered 2024-2025 school year)***

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and “clean room” fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Curriculum H **Grades 10, 11, 12** **2.5 or 5.0 credits**
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV- Curriculum H **Grades 10, 11, 12** **2.5 or 5.0 credits**
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Visual Arts

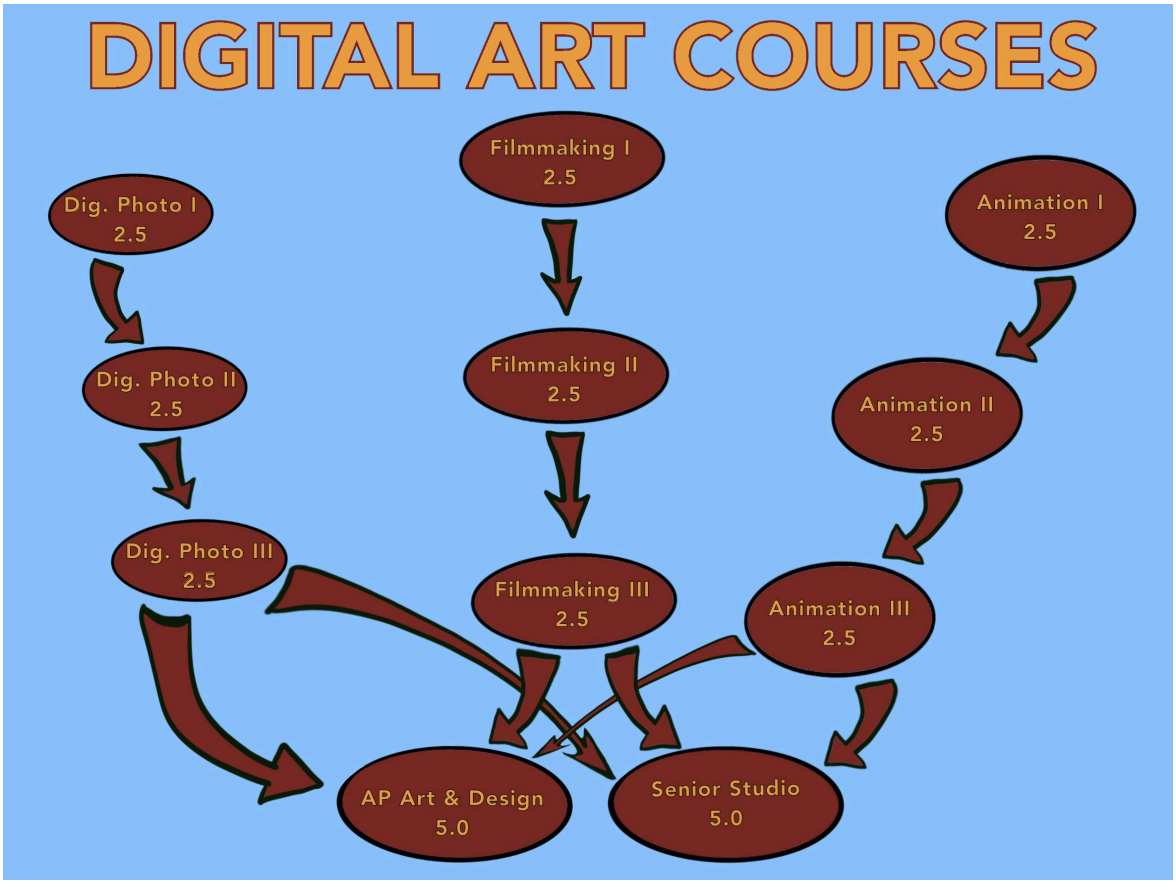
The Visual Arts program is designed to equip students with the technical skills and habits of mind they need to:

- design and fulfill their own unique creative vision
- connect with their community and advance social justice through the arts
- participate confidently in the 21st century’s thriving Creative Economy.

We offer 26 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts. All courses are Honors level (with one AP offering), and satisfy the Fine Arts graduation requirement (either two one-semester or one year-long class). Please note that while there are eleven classes open to all levels, the rest have specific prerequisites. In order to skip a prerequisite students must complete a

portfolio review and receive permission from the Director of Visual Arts.

Levels	Courses (Honors)
Level I **1 Sem/2.5** **Grades 9-12**	AC0001Z Animation I AC3600Z Ceramics I AC032Z Design, Engineering & Fabrication I AC003Z Digital Photography I AC009Z Drawing and Painting I AC006Z Filmmaking I AC029Z Architecture I AC011C MetalWorking & Jewelry Making I AC7832Z Mixed Media I AC0013Z Mural Painting & Set Design AC014Z Studio Art (year-long, 5 credits) AC3602Z Woodworking I
Level II **1 Sem/2.5** **Grades 9-12**	AC002Z Animation II AC3603Z Ceramics II AC033Z Design, Engineering & Fabrication II AC004Z Digital Photography II AC019Z Drawing & Painting II AC007Z Filmmaking II AC020Z MetalWorking & Jewelry Making II AC021Z Mixed Media II AC3613Z Woodworking II AC031Z Architecture II
Level III **1 Sem/2.5** **Grades 10-12**	AC028Z Animation III AC023Z Ceramics III AC005Z Digital Photography III AC024Z Woodworking III AC025Z MetalWorking & Jewelry Making III AC030Z Filmmaking III AC034Z Design, Engineering & Fabrication III
Level IVa **Grades 10-12** **1 Sem/2.5**	AC026Z Ceramics IV AC035Z Design, Engineering & Fabrication IV
Level IVb **Grades 11-12**	AC3105Z Portfolio Preparation (year-long, 5 credits)
Level V **Year/5.0** **Grades 11-12**	AC027Z Senior Studio AC4002Z Advanced Placement Art & Design



AC001Z Animation I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC002Z Animation II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

AC028Z Animation III - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one or more short animated film projects using media of their choice (traditional and/or digital). Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation II

AC003Z Digital Photography I - Honors **Grades 9, 10, 11, 12** **2.5 credits**

This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of AdobeLightroom, and learn about digital cameras, lenses and studio lights. . Smartphone photography will also be infused in the curriculum. Students will present their work in small group critiques and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

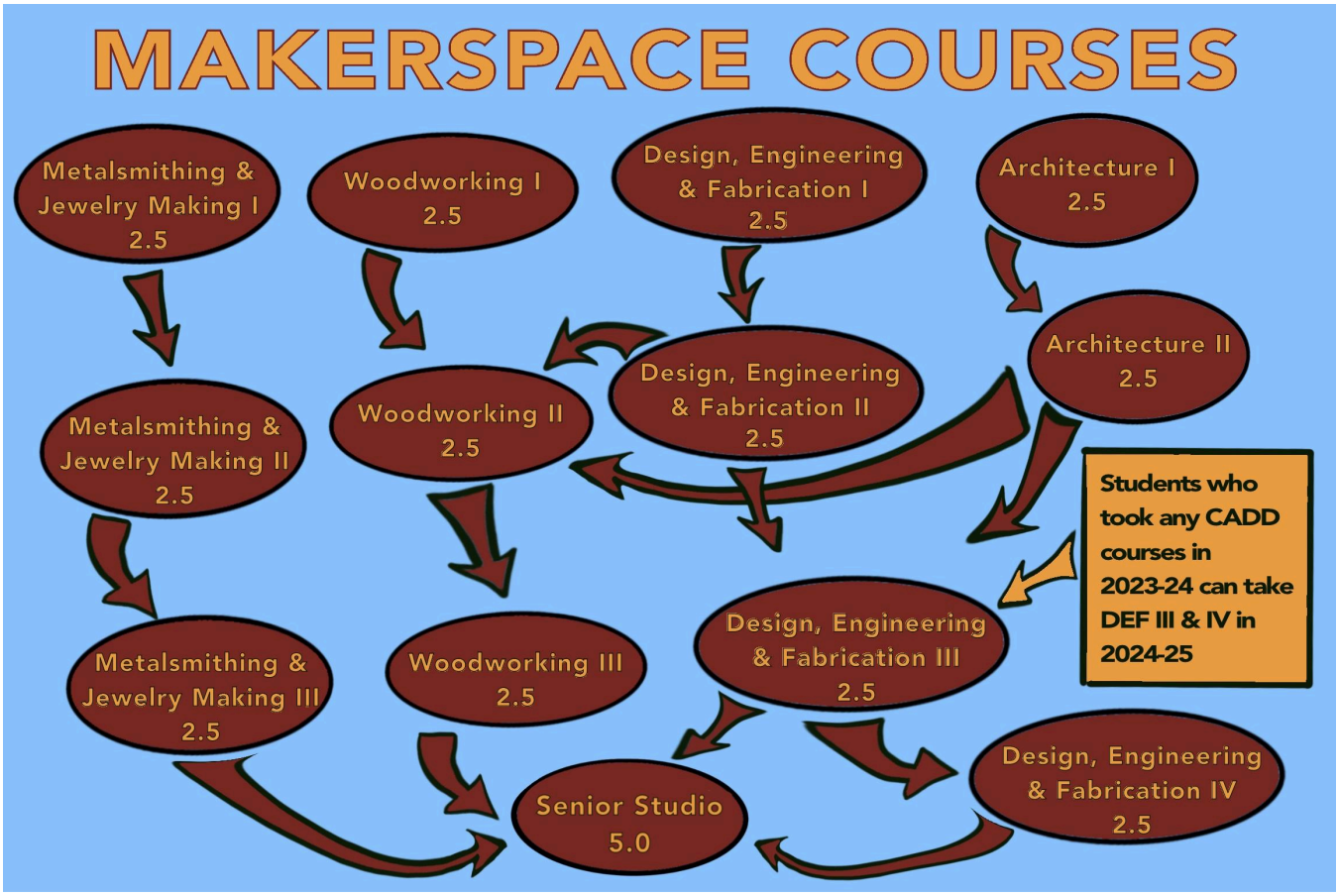
AC004Z Digital Photography II- Honors **Grades 9, 10,11, 12** **2.5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques, and to create compelling, well-composed images for commercial and fine art applications. Students will go deeper in exploring their personal interest in photography and advance their technical skills, using light, composition, camera settings, and digital editing software (Adobe Photoshop and Lightroom). Students may also shoot, develop and scan film. Students will study photographers from a wide variety of time periods, cultures and contexts. Activities may include a field trip or guest speaker. Students will create a portfolio website and make large format prints for exhibition. **Prerequisites:** Digital Photography I

AC005Z Digital Photography III- Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. **Prerequisites:** Digital Photography II

AC006Z Filmmaking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using Mirrorless cameras and Smartphones. Film editing will be done with Adobe Rush and Premiere Pro. Students will present their work in class critiques, as well as have an opportunity to screen their best work in the school's annual film and animation festival. **Prerequisites: None**

AC007Z Filmmaking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Building upon the foundations provided in Filmmaking I, students will complete challenging exercises to hone their skills as well as write, produce, direct and edit short films. The language of cinema, aesthetic decisions, and personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with advanced camera equipment, lights and microphones, and edited with Adobe Premiere Pro and AftereffectsVisiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production. By the end of this course students will have begun to develop and refine their own personal aesthetic. Students will present their work in class, as well as have an opportunity to show their best work in the school's annual film and animation festival, which they will help organize.
Prerequisites: Filmmaking I

AC030Z Filmmaking III - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. **Prerequisites:** Filmmaking II



AC029Z Architecture I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
IArchitecture I is a semester-long course that takes place in the Makerspace Lab and Woodshop. Students will be introduced to various styles and movements in architecture. They will then create original designs and models using a combination of CADD (Computer Aided Drafting and Design) software tools, digital fabrication methods (3D printing and laser cutters), as well as traditional tools and materials. Students will also be introduced to various styles and movements in architectural history. **Prerequisites:** None

AC031Z Architecture II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes. **Prerequisites:** Architecture I

AC015Z Woodworking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture.We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

AC022Z Woodworking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**

Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I

AC024Z Woodworking III - Honors Grades 10, 11, 12 2.5 credits
Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

AC032Z Design, Engineering & Fabrication I - Honors Grades 9, 10, 11, 12 2.5 credits
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12 2.5 credits
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

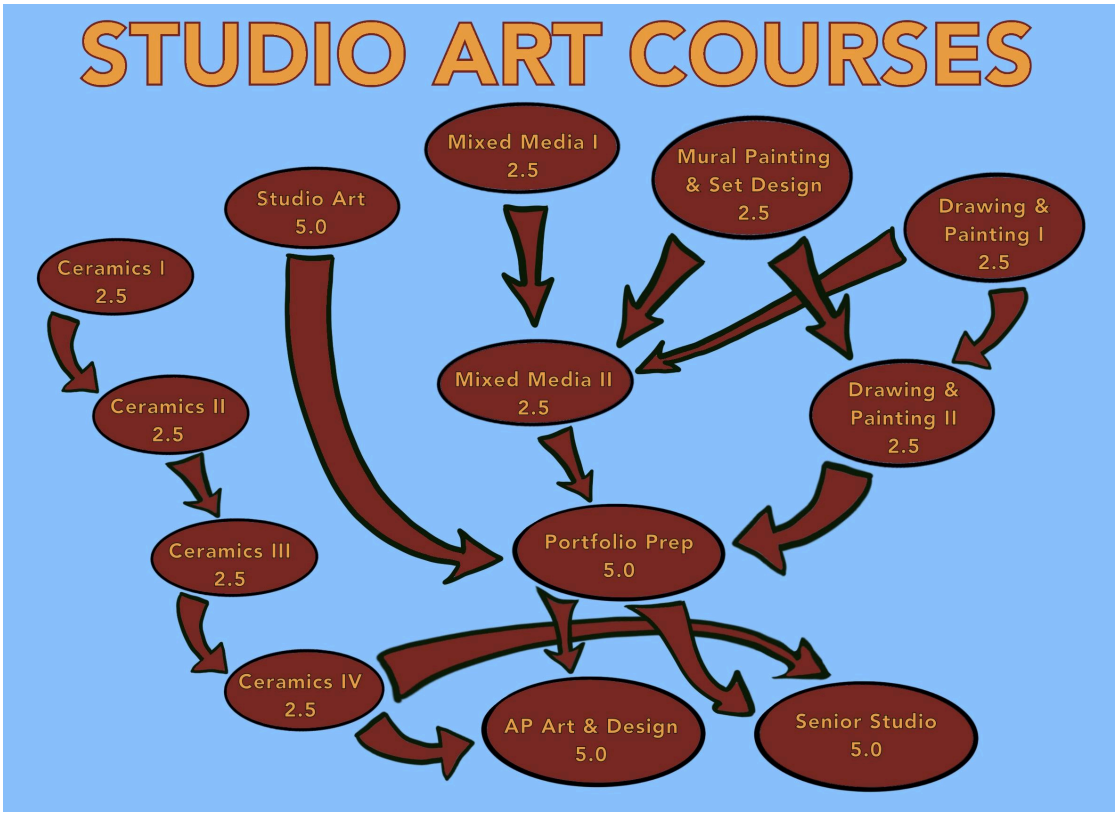
AC034Z Design, Engineering & Fabrication III- Honors Grades 10, 11, 12 2.5 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD II, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director.

AC035Z Design, Engineering & Fabrication IV- Honors Grades 10, 11, 12 2.5 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. Prerequisites: Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director.

AC011C MetalWorking & Jewelry Making I - Honors Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will use copper, nickel, and brass, to create their own designs using varied techniques such as sawing, casting, soldering, stone-setting, and many more. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. **Prerequisites:** None

AC020Z MetalWorking & Jewelry Making II - Honors Grades 9, 10, 11, 12 2.5 credits
This class builds on the skills learned in Metalsmithing and Jewelry Making I, with an added focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as forging, forming, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned.
Prerequisites: MetalWorking & Jewelry Making I

AC025Z MetalWorking & Jewelry Making III - Honors **Grades 10, 11, 12** **2.5 credits**
Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals.
Prerequisites: MetalWorking & Jewelry Making II



AC3600Z Ceramics I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to clay and the ceramic process. Students will learn basic techniques of handbuilding (pinch, coil and slab) and wheel throwing. Projects may be both functional and sculptural and a variety of surface techniques and glazing treatments will be introduced. **Prerequisites:** None

AC3603Z Ceramics II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course expands on the skills learned in Ceramics I. Students will explore more complex forms and engage in the artistic thinking process to explore deeper meaning in their work. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics I

AC023Z Ceramics III - Honors **Grades 10, 11, 12** **2.5 credits**
This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

AC026Z Ceramics IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand

upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

AC014Z Studio Art - Honors **Grades 9, 10, 11, 12** **5 credits**
This course provides students with a chance to experiment with a wide variety of 2D and 3D media including drawing, painting, printmaking, sculpture, digital art and mixed media. Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles and are encouraged to explore complex ideas in their art. Work will be shared, critiqued and exhibited regularly, and a digital portfolio will be created and maintained throughout the year. **Prerequisites:** None

AC0013Z Mural Painting & Set Design - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display. **Prerequisites:** None

AC7832Z Mixed Media I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Mixed Media is designed for students who want to explore a wide variety of techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include assemblage, wire, found object construction, installations, public art, fiber arts, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. They work both independently and collaboratively to complete creative works ready for critique and exhibition. Students are expected to maintain a digital portfolio for documentation of their process, write about and engage in research related to their own work and the art of others. **Prerequisites:** None

AC021Z Mixed Media II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This half year course builds upon the experience and skill sets gained from Mixed Media I and is designed for students who wish to continue their investigation of sculptural and mixed media works through independent and collaborative projects. Students will experiment with a range of materials, processes, and themes and maintain a digital portfolio documenting their process. The content of the artworks created will be student-driven, and focus on the development of their own personal, artistic voice. **Prerequisites:** Mixed Media I or Mural Painting & Set Design.

AC009Z Drawing and Painting I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of drawing and painting techniques and materials while exploring artistic voice and vision through choice based themes. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore a variety of media including watercolor, acrylic, graphite, charcoal, among others. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC019Z Drawing and Painting II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
The knowledge and skills learned in Drawing and Painting I will be expanded in Drawing and Painting II. Students use a variety of two and three-dimensional materials to explore thematic, choice based works. Students learn how

today's artists push the boundaries of traditional drawing and painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** Drawing and Painting I or Mural Painting and Set Design.

AC3105Z Portfolio Preparation - Honors **Grade 11, 12** **5 credits**
This year-long course provides students with the studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, and frequent 1-1 meetings with the instructor, students will build a portfolio that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits (qualifying courses include Studio Art, Mixed Media I & II, Mural Painting & Set Design, Drawing & Painting I & II) or portfolio review and permission of the Director of Visual Arts.

AC4130 Senior Studio - Honors **Grade 12** **5 credits**
Senior Studio is designed for students to pursue their own interests and passions while becoming familiar with the opportunities and demands of the contemporary visual arts world. In this year-long course, students will work both individually and collaboratively on projects of their own design. Interdisciplinary and community oriented projects will be strongly encouraged. The course instructor will play a coaching role, supporting students' project work and holding them accountable to their own standards and timelines that they have set for themselves and their peers. In addition, significant time will be devoted to looking at and discussing contemporary art, and there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** 10 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.

AC4002Z Advanced Placement Art & Design **Grades 11-12** **5 credits**
In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends. **Prerequisites:** 10 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.

World Languages

The goal of the world languages program is to support students in developing proficiency in a language other than English and to understand the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish. Our curriculum is aligned with the Massachusetts Frameworks and the World-Readiness Standards for Learning Languages, with an emphasis on oral proficiency in modern languages and reading comprehension in Latin. All modern language courses are conducted almost exclusively in the target language, with little to no use of English, and students use increasing amounts of target language, starting in level 1.

Students are required to complete two years of language study for graduation, however consecutive years of study of the **same language** is required by most colleges. For this reason, students who choose to change their

language after only one year of study may only do so with approval from the Administration (World Language Director, Principal or Designee). Students who enroll in AP courses are expected to take the AP exam in May. AP Exams are intended for students who have completed the corresponding course at AHS.
Level 1 language courses are offered based on enrollment.

French

French continues to be a crucial international language, being spoken by over 220 million native speakers across the globe. It is also the only language besides English that is spoken on five continents and is taught in every country in the world. Arlington High School offers the following courses in French.

ML1015Z French 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of French in the High School and for students who studied French in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.* *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2205Z French 2 – Curriculum A **5 credits**
ML2105Z French 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3205Z French 3 – Curriculum A **5 credits**
ML3105Z French 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries.The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A **5 credits**
ML4105Z French 4 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Students taking the course for Honors credit participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris.

ML5114Z French 5: French Cinema – Curriculum A **5 credits**
ML5115Z French 5: French Cinema – Honors **5 credits**

This advanced course builds upon and expands students' at the advanced level in the three modes of

communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.
Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

Italian is an important heritage language for many Americans. Italy remains a world leader in many important fields, and its economy is one of the top five in the European Union. According to UNESCO, over 60% of the world's treasures are found in Italy. Arlington High School offers the following courses in Italian.

ML1020Z Italian 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Italian in High School. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2220Z Italian 2 – Curriculum A **5 credits**
ML2120Z Italian 2 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A **5 credits**
ML3120Z Italian 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 – Curriculum A **5 credits**
ML4120Z Italian 4 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for

the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

Latin is the foundation of all the romance languages and makes up approximately 60% of English vocabulary. Its profound influence on the thought and culture of Western civilization makes it an important foundation of academic study. Arlington High School offers the following courses in Latin.

CL1015Z Latin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Latin in the High School and for students who studied Latin in the Middle School and would benefit from additional practice of the language. This course aims to develop reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL2205Z Latin 2 – Curriculum A **5 credits**
CL2105Z Latin 2 – Honors **5 credits**

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A **5 credits**
CL3105Z Latin 3 – Honors **5 credits**

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A **5 credits**
CL4105Z Latin 4 – Honors **5 credits**

This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5026Z Advanced Latin, Dual Enrollment **Grade 12** **5 credits**

Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.

This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of $184 for three UMB

credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.

Mandarin

Mandarin continues to grow in importance as an international language. Currently, one-fifth of the global population speaks Mandarin Chinese, with over 870 million native speakers worldwide. Arlington High School currently offers the following courses in Mandarin.

ML1000Z Mandarin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Mandarin in the High School and for students who studied Mandarin in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin. * *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2215Z Mandarin 2 – Curriculum A **5 credits**
ML2115Z Mandarin 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A **5 credits**
ML3115Z Mandarin 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML4215Z Mandarin 4 – Curriculum A **5 credits**
ML4115Z Mandarin 4 – Honors **5 credits**

This continuing intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML5415Z Mandarin 5 – Curriculum A **5 credits**

ML5115Z Mandarin 5 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (high), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

The importance of studying Spanish can be seen all around us. There are over 30 million people of Hispanic origin living in the United States alone. Arlington High School offers the following courses in Spanish.

ML1010Z Spanish 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Spanish in the High School and for students who studied Spanish in the Middle School and would benefit from additional practice of the language. This course aims to develop basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2210Z Spanish 2 – Curriculum A **5 credits**
ML2110Z Spanish 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A **5 credits**
ML3110Z Spanish 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A **5 credits**
ML4110Z Spanish 4 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A **5 credits**
ML5110Z Spanish 5: Spanish Cinema – Honors **5 credits**
This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Seal of Biliteracy

The **MA Seal of Biliterac**y is a graduation distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions offices. Students meeting the Massachusetts Department Elementary and Secondary Education requirements for the Seal of Biliteracy will receive this designation in the form of an insignia affixed to their transcript or diploma during senior year. Arlington also partners with the Language Opportunity Coalition to offer supporting biliteracy awards.

AHS offers testing to students starting in their junior year with information provided to students in grades 11-12 annually.

World Languages Electives

The following courses are open to **sophomores, juniors and seniors** as electives, and do not count toward the two year language graduation requirement.
Digital Language Courses – Honors
Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based, online, independent-study course through Brigham and Young University Independent Study program. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. **Students must have the approval of a school counselor and the World Languages Director prior to enrolling in a course.**

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

OL7011Z American Sign Language 1 – Part 1 (5 credits)

OL7021Z American Sign Language 1 – Part 2 (5 credits)
OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)

OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)

OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)

OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)

OL7106Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 2 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)

ML7102Z World Language Teaching Internship **Grades 11,12** **2.5 credits**
ML7103Z World Language Teaching Internship **Grades 11,12** **5 credits**
11th or 12th grade students with an interest in a career in education or a desire to assist other students may enroll in this course with the approval of a World languages teacher and the World Languages Director. Students in this program will be paired with a language teacher to assist students in a designated language course. Responsibilities will include helping with the teacher's administrative tasks and providing individual assistance to students. Hours may be counted as community service. Appropriate proficiency in the target language is required.

Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9, 10, 11, 12	Massive Open Online Courses (MOOC)	
Grades 11, 12	IN5001Z Academic Internships	CD6000Z Technology Intern AP9999Z AP Seminar

Massive Open Online Course (MOOC) **Grade 12** **1.25 credits**
Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

1. The course you are interested in
2. The names of any interested students or faculty
3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
4. A proposed timeline
5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship **Grades 11, 12** **2.5 credits**

Academic Internships allow seniors and juniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors and juniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Please contact Nicole Eidson (neidson@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

AP9999Z AP Seminar **No credits**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar **Grade 9** **No credits**

Grade 9 students will have two sessions per cycle, scheduled opposite their 9th-grade PE classes. These sessions are dedicated to directed study, providing students with two opportunities each week to finish assignments, take breaks, and connect with teachers. Some orientation activities and skill development programs are also offered during this time to support their transition into high school. The sessions cover School Counseling seminars, Media Center activities, and Stress Management.

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of

investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria
Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:
- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings
English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1-Curr. A			TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11, 12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	

Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized programming and support within the general educational setting. Facilitated with support including special education teachers, tutors, teaching assistants, speech/occupational/physical therapists, and social workers, identified students are able to prepare for post-secondary transition to college, and/or employment situations. We offer both a diploma and a Life Skills track for students. Through the evaluation team, the IEP process, and recommendations, students are found eligible for one of the specialized programs that have a disability diagnosis and academic profile that fits a particular program.

- Reach (Supported Learning Center A)- typically serves students with Autism Spectrum Disorders and with similar/related neurological disorders with needs based primarily around lagging skills in executive functioning, social cognition and emotional regulation, and sensory processing. The program modifies the curriculum to meet student's individual needs and focuses on building student's executive functioning, self-regulation and social skills.

- Summit (Supported Learning Center B)- primarily serves students who may present with complex trauma, mood instability, impulsivity, lagging academic skills, and executive functioning weaknesses . The important functional concern is their inability to access the curriculum based on their social/emotional needs and/or struggles with self-regulation and communication. The program team utilizes a variety of individualized tools to build students' executive functioning capacity, coping skills and academic endurance.

- Compass (Supported Learning Center C)-largely serves students with cognitive and intellectual profiles that require significant modifications in order to access the curriculum and students often have impairments in adaptive functioning (communication, social skills, personal independence, and school or work functioning.) The program team focuses on building students' functional academics and life skills.

- Life Skills 18-22 Program

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV
- Life Skills Language Arts
- Contemporary Literature
- American Literature

History

- Modern World History

- US History I
- US History II

Math

- Algebra I
- Geometry
- Life Skills Math

Science

- Biology
- Applied and Qualitative Chemistry
- Physical Science
- Life Skills Science

*****The structure of all specialized programs and support services is developed based upon the specific needs of the students in a given year. While we do offer all these courses, they may not all be available in a given year.**

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources.Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills

- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)
- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).

- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing
- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet
- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet
- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia
- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)
- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and

creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)
- Know how to select and use search engines. Understand the differences between search engines (1.53)

ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

DRAFT
AHS
PROGRAM
OF
STUDIES
2025-2026



Updates Specific to 2025-2026

Last updated: *Jan 6, 2025*

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Overview of Arlington High School

Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning.

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements

Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History and US history)
4. Pass three years of Science (to include Physical Science)
5. Pass three years of Mathematics (to include Algebra 1, and Geometry)
6. Pass four years of Education in Wellness (*see below for further information)
7. Pass one year of Fine Arts (5 credits) (*see below for further information)
8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and

Secondary Education to see how they align high school coursework with college and workforce expectations: https://www.doe.mass.edu/ccte/ccr/masscore/.

Definition of the 5-credit Fine Arts Graduation Requirement **Grades 9-12**

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

a.) Any course offered by the Visual Arts Dept. (see department subsection below)
b.) Any course offered by the Performing Arts Dept. (see department subsection below)
c.) In addition, the following courses will fulfill all or part of the requirement:
    a. CS1921Z Interior and Fashion Design I
    b. CS2921Z Interior and Fashion Design II
    c. AC017Z Design, Engineering and Fabrication I - Honors (2.5 credits)
    d. AC018Z Design, Engineering and Fabrication II - Honors (2.5 credits)
    e. SC034Z Design, Engineering & Fabrication III-Honors (2.5 credits)
    f. SC035Z Design, Engineering & Fabrication IV-Honors (2.5 credits)

Definition of the Four Year Wellness Graduation Requirement

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

- **Grade 9:** Students are required to Complete the 9th Grade Program.
- **Grade 10:** Students are required to take two different quartered electives (preferably in the same semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 PE electives because the length of 4 quarter 4 for seniors is shortened.
- **Absences:** There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10 22 credits minimum

Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

MCAS Competency Determination

Please note that the MCAS Competency Determination section is currently under review of the school committee and district as we make adjustments to the new laws on this matter.

MCAS
The COVID-19 pandemic has had a significant impact on The Department of Elementary and Secondary Education's (DESE) policies regarding MCAS testing as a graduation requirement. All students must meet the state's competency determination in the areas of English Language Arts (ELA), Math, and Science, Technology and Engineering (STE) however several adjustments and interim standards have been instituted for high school students impacted by the pandemic. Below is an overview of the graduation requirements followed by the link to the DESE's website with more detailed information on the state graduation requirements.

Class of 2025
Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2026
Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

***Math scores in the 469-485 range and ELA scores in the 455-471 range will require an Educational Proficiency Plan (EPP)**

Class of 2027 and 2028
Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **
ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**
STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

****Scores of 470 to 485 will qualify for graduation with the completion of an Educational Proficiency Plan (EPP)**

MCAS Graduation Requirements DESE

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the Superintendent so they are informed.

3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy
It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any student at the end of grade 9, 10 or grade 11 year is encouraged to make up credits or courses lost during that year. This will help to ensure the necessary credits for graduation. Students may not make up more than two required courses (English, Mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or their designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and guardians/parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

Philosophy of Course Level Enrollment
The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses at one time (e.g., Advanced Placement or SUPA - Syracuse university Project Advance (explained on P.7 P4)) is generally considered to be our most demanding program. Students who seek to take more than 3 college-level courses at*

one time will need prior approval of the administration.

Please see this document for a comprehensive guide of our recommendations around choosing courses and levels.

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness of the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Heterogenous, Honors, SUPA and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course. Course work will only be accepted if it is agreed to be used for credit by the school administration.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance (SUPA), the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.

Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our

school offerings.

Homeschool Students at AHS
Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable
As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored.

IV. AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** - primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Honors** - for students in Grades 9-12, Honors courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.
  - **Honors for All:** Designed to support all general education students in an honors curriculum.
- **Curriculum A -** for students in Grades 9-12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B -** for students in Grades 9-11 with teacher and school counselor approval only, Curriculum B courses allow for some modification of standards while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- **Heterogeneous courses -** Courses with this designation are offered to all students. In heterogeneous classes students are not divided into class sections by curriculum level. Instead, students in the same class can choose to do work at multiple levels (e.g., Curriculum A or Curriculum H) and earn that designation on their transcript. In other words, heterogeneous grouping does not mean eliminating Curriculum H and Curriculum A learning distinctions - it means having those distinctions exist within the same class, with different students receiving differentiated instruction and assignments. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate. *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher After a trial*

period (2-4 weeks), students choose which level of work they will commit to for the relevant term.

	Honors and AP	Curriculum A	Curriculum B
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	Problems require independent application of multiple strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require considerable guidance in application of strategies to reach solutions.
Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with considerable support.
Student performance	Student performance tasks and assignments are	Student performance tasks and	Student performance tasks and assignments

tasks	substantial and require independent time management and study skills.	assignments are substantial and assume increasing independent time management and study skills.	require time management and study skills directly taught and reviewed by the instructor.
Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different problems.	Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.

V. Grades and Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

- A Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.
- B Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.
- C Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.
- D Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.
- F Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.
- P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.

H Honors
W Withdraw - Student withdrew from the class after the official date to be removed from a class.

Term Grades
The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

FA Failure due to missed attendance. The student has exceeded the limit for optional or unexcused absences in the term. The comment from the teacher will detail the grade the student would have received. (see the Student Handbook for details)
I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.
NG No grade. Student was not present for sufficient amount of time to receive a grade.
M Medical absence (The quarter is not counted as part of the student's final year average.

Parent and Student Portal
At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

Final Exams

- Staff may offer a variety of means for students to demonstrate their learning and development over the course of the year which will factor into the students fourth quarter grade.
- Staff may choose to offer summative assessments throughout the course of the year to prepare students for such exams in the future.

VI. Course Withdrawal Information

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level. (currently the freshman heterogenous ELA course does not fall under this policy and students are able to change levels twice)

AP Add drop dates

**ALL AP Course change requests must be submitted in or before phase 1 and require permission from the (teacher, parent/caregiver, school counselor and) Director of School Counseling.

These dates will be finalized once the calendar year for 2025-2026 is finalized by the School Committee

Year long AP courses	**1 week after the first day of term 1**	

Year long course	**2 weeks after first day of school**	**September 16, 2025**
Semester 1 course	**2 weeks after first day of school**	**September 16, 2025**
Semester 2 course	**2 weeks after first day of term 3**	**February 2, 2025**
Quarter 1	**1 week after the first day of term 1**	**September 9, 2025**
Quarter 2	**1 week after the first day of term 2**	**November 12, 2025**
Quarter 3	**1 week after the first day of term 3**	**January 25, 2026**
Quarter 4	**1 week after the first day of term 4**	**April 3, 2026**

*these dates are subject to change as the schedule for 2025-2026 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses
The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

VII. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)
The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3	**A** (93-96) = 4.0	**A-** (90-92) = 3.7
B+ (87-89) = 3.3	**B** (83-86) = 3.0	**B-** (80-82) = 2.7
C+ (77-79) = 2.3	**C** (73-76) = 2.0	**C-** (70-72) = 1.7
D+ (67-69) = 1.3	**D** (63-66) + 1.0	**D-** (60-62) = 0.7
	F (59 & below) = 0	

Weighted GPA
The top weighted GPA is 5.0. The lack of availability of AP courses at 9th and 10th grade levels prevents any

student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's' Y1 grade, i.e., the student's grade for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Honors	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Courses that students do not receive credit upon completion do not factor into the weighted or unweighted GPA. There are some credit bearing courses that do not factor into the GPA calculation (weighted or unweighted). These courses include: Advisory, Special education services like Academic support and Young Adult Living, and courses in the wellness department.

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VIII. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school

year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.
School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicates each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement
Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement in co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** - The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan Boston Area. Sophomores are encouraged to take the Pre-ACT and Juniors are encouraged to take the PSAT to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- **AP - The Advanced Placement** examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit and are required for any student taking an AP course at Arlington high school to receive AP credit. We do not

offer exams for people who are not students at Arlington High School.

- **TOEFL -** The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

IV. Social - Emotional Counseling

School Counselors

The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

X. Clinical Services and Supports at AHS

General Services

The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program

The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor Program.

The Harbor Program
The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services
The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of support to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program
Millbrook is an in-district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center **Grades 9, 10, 11, 12**
The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses 2025 - 2026

PAXXXXZ Multimedia Production - Curriculum H **Grade 9, 10, 11, 12** **2.5 credits (fall and spring)**
Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging AI-generated content.

PAXXXXZ Advanced Music Production - **Curriculum H** **Grades 10, 11, 12** **2.5 credits**
Prerequisite: *Music Production*
Advance level of Music Production Course
Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.

PAXXXXZ Music Production - **Curriculum H** **Grades 9, 10, 11, 12** **2.5 credits**
Prerequisite: *Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*
Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Certification Areas:
- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

PA1250Z Drama and Improv - Honors **Grade 9** **2.5 credits**
Fundations of Drama is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00031Z Advance Drama and Improv - Honors **Grades 10, 11, 12** **2.5 credits**
This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches. Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast.

In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00032Z PlayWriting and Directing Honors **Grades 10, 11, 12** **2.5 credits**
In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PAXXXXZ Play Production - Honors **Grade 9, 10, 11, 12** **2.5 credits**
Required Entry Criteria: Audition
In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre. Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

SCXXXXZ Meteorology **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. ** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SSXXXXZ Race, Class and Gender in Society **Grades 10,11,12** **5 credits**
This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one’s ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while

focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. **Students have the option of earning Honors Credit through more challenging research and project work.*

AC3105Z Advanced Open Studio - Honors **Grade 10, 11, 12** **2.5 or 5 credits**
This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department

ACXXXXZ Fiber Arts - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work. Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** none

ACXXXX Digital Art - Honors **Grades 9, 10, 11 ,12** **2.5 credits**
In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks.In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** none

ACXXXXZ Filmmaking IV - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals

and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking

ACXXXXZ Digital Photography IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

ACXXXXZ Animation IV - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

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PE7027Z Relaxation I **Grades 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7692Z Relaxation II **Grades 11, 12 only** **2.5 credits**
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

AC009Z Drawing I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

ACXXXXZ Painting I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	AP	Honors	Curriculum A	Heterogeneous
Grade 9		EN1116Z Foundations of English	EN1112Z Foundations of English	
Grade 10		EN2125Z Examining Expression	EN2120Z Examining Expression	
Grade 11	EN3001Z AP English Language and Composition	EN3106Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
Grade 12	EN30032Z AP English Literature and Composition	All Senior electives are offered as heterogeneous courses. *** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*		EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms EN7281Z Missing Voices, Other Cultures EN4168Z Poetry as Art EN7275Z Public Speaking*

*Please note these courses are offered at 2.5 credits and do not fulfill the English requirement for senior year.

- **Graduation Requirement:** All students must pass four years of English in order to graduate.
- **Levels**: English courses are offered at Honors or Curr. A in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Honors Level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous Courses (Grade9 and 11/12 Electives):** Students can earn Honors credit in these courses through demonstrating skills with advanced sophistication, consistency, and independence.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who select AP Language and Composition.
- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take

more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.

- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and online. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Literature and Composition, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

English Grade 9

EN1116Z Foundations of English - Honors **Grade 9** **5 credits**
EN1112Z Foundations of English - Curriculum A **Grade 9** **5 credits**

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development. * *Students electing to take the course for honors credit will be responsible for demonstrating skills with advanced sophistication, consistency, and independence. Please click the live links for more information about the standards based skills and the FAQ document.*

English Grade 10

EN2125Z Examining Expression - Honors **Grade 10** **5 credits**
EN2120Z Examining Expression - Curriculum A **Grade 10** **5 credits**

English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Jane Austen, Dr. Joshua Bennett, Ray Bradbury, Charles Dickens, Yaa Gyasi, Seamus Heaney, José Olivarez, Julie Otsuka, Shakespeare, Clint Smith, Sophocles, Angie Thomas, August Wilson, and others.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: *The Scarlet Letter, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, and Into the Wild.*

EN3001Z AP English Language and Composition **Grade 11** **5 credits**

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric.

Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: *How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer?* While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Honors **Grade 11** **5 credits**
EN3110Z American Literature - Curriculum A **Grade 11** **5 credits**
The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "*What does it mean to be American?"* and *"How does the American Dream change over time?"* Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN30032Z AP English Literature and Composition **Grade 12** **5 credits**
Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.

EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms **Grade 12** **5 credits**
Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers, Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.

** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7281Z Missing Voices, Other Cultures **Grade 12** **5 credits**

Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN4168Z Poetry as Art **Grade 12** **5 credits**

As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7275Z Public Speaking (Semester Course) **Grades 11, 12** **2.5 credits**

Sharpening communication skills, which rests on the ability to 'stand and deliver,' promises academic and professional success for life. That remains the guiding belief of this course. In a relaxed, supportive environment, students identify and cultivate strategies to most effectively express themselves. In doing so, they discover their hidden voices and master proven techniques of informing, persuading, and motivating others. By choosing their own topics and acting on ongoing peer feedback, students come to celebrate their existing strengths as communicators while targeting focused areas for maximum improvement. In little time, all students reach heightened self-awareness, gain valuable confidence, and achieve distinct professionalism in the way they present themselves and their personal beliefs. ***This course does not count towards the four year English requirement.*** ** Students have the option of earning Honors Credit through more challenging research and project work.*

Multilingual Learner Education (MLE)

The primary goal of the Multilingual Learner Program is to enable our Multilingual Learners to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into four (4) levels, Entering/Emerging (WIDA 1), Developing/Expanding (WIDA II), Expanding/Bridging (WIDA III) and WIDA Level IV (Expanding English). At each WIDA level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next WIDA level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

MULTILINGUAL LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

WIDA Level	Required Language Class

WIDA Level I - Entering/Emerging	**EL010Z ML Level I - Entering/Emerging**
WIDA Level II - Developing/Expanding	**EL011Z ML Level IIA - Developing/Expanding**
WIDA Level III - Expanding/Bridging	**EL012Z ML Level III - Expanding/Bridging**
WIDA Level IV - Expanding English Proficiency	**EL013Z ML Level IV - Expanding English Proficiency**

WIDA 010Z Level 1 - Entering/Emerging (Two blocks-full year) 10 credits
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

WIDA 020Z Level II - Developing/Expanding (Two blocks-full year) 10 credits
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

WIDA 030Z III - Expanding/Bridging (Two blocks-full year) 10 credits
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

WIDA 040Z IV - Expanding English Proficiency (One block-full year) 5 credits
This course is designed for students with an Expanding English Proficiency Level at WIDA Level 4. It stresses the more difficult academic language skills in reading and composition through literature-based instruction using authentic texts. Reading & Writing course topics specifically target essential reading and writing skills for multilingual learners. They focus on various strategies to enhance comprehension and interpretation of texts more effectively. These strategies include skimming, scanning, predicting, summarizing, and making inferences. Students will also engage in reading activities to improve their language proficiency, and vocabulary knowledge. Reading materials can range from simple texts, such as short stories and newspaper articles, to more complex academic texts and literature. Through Writing, students will be expressing ideas, opinions, and information in written discourse. In addition, students will develop their writing skills through structured exercises, creative assignments, and academic tasks aimed at improving grammar, vocabulary, organization, and coherence. Peer review and self-editing will be some of the strategies used throughout this course to help multilingual learners identify and correct errors in their writing.

Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address standards in the following areas:

- Massachusetts Health Frameworks Standards
- Massachusetts Career Readiness Benchmarks
- Massachusetts Visual Arts Standards
- Massachusetts Vocational Technical Standards for Early Childhood Education
- Massachusetts Vocational Technical Standards for Culinary Arts
- National Standards for Family and Consumer Sciences
- National Personal Finance Standards

Family and Consumer Sciences is all about “learning for living.” We offer courses to help young men and women develop a variety of personal and career skills. Classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	**Honors**	**Heterogeneous**
Grades 9		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2306Z Culinary I
Grades 10, 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2306Z Culinary I CS2308Z Culinary II CS2315Z Bake Shop 101 (Semester 1 or 2) CS2314Z Cooking Life After High School (Semester 1 or 2) CS001 Marketing and Customer Service Experience (Semester 1 or 2)
Grades 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2) CS2314Z Cooking Life After High School (Semester 1 or 2) CS001 Marketing and Customer Service Experience (Semester 1 or 2)

Grade 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS4245Z Early Childhood IV (5 credits) CS4246Z Early Childhood Education III Internship (5 credits) CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2314Z Cooking Life After High School (Semester 1 or 2) CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2) CS001 Marketing and Customer Service Experience (Semester 1 or 2)

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. These courses also benefit students who aspire to be a parent, aunt, or uncle.Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I **Grades 9, 10, 11, 12** **5 credits**
Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and five year old children in Menotomy Preschool. Students apply their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II **Grades 10, 11, 12** **5 credits**
This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, plan lessons for simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply the knowledge you learn directly with the children in the preschool on a regular basis. **Entry Criteria:** Successful completion of Early Childhood Education I.

** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4244Z Early Childhood Education III **Grades 11, 12** **5 credits**
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field.
Entry Criteria: Successful completion of Early Childhood Education II.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4245Z Early Childhood Education IV **Grade 12** **5 credits**
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.

CS4246Z Early Childhood III Internship **Grade 12** **5 credits**
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. ***Please Note:*** *Students must have pre-approval from the program instructor.*

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2306Z Culinary I **Grades 9, 10, 11, 12** **5 credits**
In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through food labs, a variety of hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips,"planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of food labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS2308Z Culinary II **Grades 10, 11, 12** **5 credits**
This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style**,** and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts
Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS2309Z Culinary III **Grades 11, 12** **5 credits**
Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.
Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs . Learn how to "bake your own signature items" by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

Young Adult Living, Design, and Consumer Education

CS2314Z Cooking Life After High School (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

CS001 Marketing and Customer Service Experience (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.

CS1921Z Interior and Fashion Design I **Grades 9, 10, 11, 12** **5 credits**
The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. They will learn about major fashion designers, how to create mood boards, and what equipment they will need in order to make clothes.-Students will learn how to read a sewing pattern and what shapes of clothes suit certain body types as well as the historical significance of various silhouettes. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers. Students will become familiar with the sewing machine through the creation of projects such as pillows, tote bags, and pajamas.

CS2920Z Interior and Fashion Design II **Grades 10, 11, 12** **5 credits**
Students will apply more advanced design techniques through their study of color theory, trends, and costume and historical design. They will select some of their own creative projects and participate in creative community service assignments. Students will stay up to date on the fashion industry by learning about upcycling, famous designers, and fair industry practices. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion Design I.

CS1922Z Interior & Fashion III **Grades 11, 12** **5 credits**
Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.
Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

History & Social Studies

In Arlington Public Schools, students engage in the study of history and social studies through student-centered as well as inquiry and project based learning that emphasizes historical thinking skills such as analysis, sourcing, synthesizing, contextualization, and corroboration. Students will also consider history from diverse perspectives and engage in a critical analysis of the past that makes connections to today's society and the choices that individuals/groups/nations make today. As part of their study of history, students will also develop their research, media literacy, reading, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Required Courses:
All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History or AP African American Studies may take the place of United States

History 2.

Levels	Curriculum A	Heterogenous	Honors/Advanced Placement
Grade 9	SS1110Z Modern World History	NA	SS1105Z Modern World History
Grade 10	SS2210Z United States History I	NA	SS2105Z United States History I
Grade 11	SS3110Z United States History II	NA	SS3106Z US History II OR SS4000Z AP US History OR SS002Z AP African American Studies

The following link may be helpful when determining if Honors History is correct level for you:
"What Does It Mean to Take Honors History?" and "Sample Honors History Work"

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A **Grade 9** **5 credits**
SS1105Z Modern World History - Honors **Grade 9** **5 credits**
In this course, students study major historical events that have created and impacted the world in which we live today. Students will begin with a study of key events from the first half of the twentieth century such as World War I, the interwar years, World War II, modern economic systems, globalization, and international organizations. Students will also study units on the modern Middle East, modern Russia, Latin America, and colonization and post-colonization in Africa. We will also incorporate discussions of current events that connect to eras of the past.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A **Grade 10** **5 credits**
SS2105Z United States History 1 - Honors **Grade 10** **5 credits**
United States History 1 asks students to study the historical foundations of America and make connections to how the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine Indigenous history, the establishment of race in North America, the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes through diverse perspectives.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A **Grade 11** **5 credits**
SS3106Z United States History 2 - Honors **Grade 11** **5 credits**
In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history. Major themes in this course include American foreign policy, government involvement in peoples' lives (domestic policy), protest/change, as well as the experiences of historically marginalized groups in U.S. history.

SS4000Z AP United States History **Grade 11** **5 credits**

The AP US History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester introductory college or university US history course. Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS002Z AP African American Studies **Grade 11** **5 credits**

The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the equivalent of a two-semester introductory college or university African American Studies course. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

History & Social Studies Elective Offerings

Levels	Advanced Placement	Heterogeneous (all semester courses)
Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7167Z Psychology and Human Behavior SSXXXXZ Race, Class and Gender in Society
Grades 11, 12 ONLY	SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (Semester) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (Semester) SS7802Z AP United States Government and Politics (full year) SS7000Z AP Psychology (full year) SS002Z AP African American Studies	SS7298Z American Law SS7386Z American Pop Culture SS7154Z Current Issues: America and the World SS7295Z Intro to Economics SS7302Z Introduction to Personal Finance SS7390Z Social History Through Sports
Grade 12 ONLY	SS4400Z AP European History (full year)	

SS4400Z AP European History **Grade 12** **5 credits**

Advanced Placement European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European

history should take this course. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7804Z AP Human Geography **Grades 10, 11, 12** **5 credits**
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7802Z AP United States Government and Politics **Grades 11, 12** **5 credits**
U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7000Z AP Psychology **Grades 11, 12** **5 credits**
Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11th grade students *in addition* to AP US History or US History 2, but not instead of AP US History or US History 2.** ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7293Z The Economics of Personal Finance SUPA **Grades 11, 12** **2.5 credits**
(Semester course) (Syracuse University Dual Enrollment course)
The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is an in- depth explanation of the essential information you need to know to make financially smart decisions for the rest of your life. This detailed Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7196Z Economic Ideas and Policy SUPA **Grades 11, 12** **2.5 credits**
(Semester course) (Syracuse University Dual Enrollment course)

Students will undertake an in-depth study of micro and macroeconomics. In microeconomics, students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choices, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macroeconomics, in which they will consider the potential options the government may use to intervene in the market. Finally, the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course) Grades 11, 12 2.5 credits
This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7386Z American Popular Culture (Semester course) Grades 11, 12 2.5 credits
What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies, television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on elements of pop culture. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7154Z Current Issues: America & the World (Semester course) Grades 11, 12 2.5 credits
Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects. **Students have the option of earning Honors Credit through more challenging research and project work.*

SSXXXXZ Race, Class and Gender in Society Grades 10, 11 ,12 5 credits
This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects

of human society. Methods include journal, guided discussion, and circle discussions. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7295Z Introduction to Economics (Semester course) Grades 11, 12 2.5 credits
Through the use of simulations and activities, students will be given the economic tools needed for life as a consumer and citizen. In this class, students will learn the basic fundamentals of how capitalism and markets work. As a case study of markets and to start building a foundation in investing, students will engage in the study of the stock and bond markets. There is also a personal finance unit in which students will learn the tools needed to make informed financial decisions. Students will also engage in the study of macroeconomics to learn concepts needed for citizenship. This will include an in depth analysis of the US budget and tax code. Furthermore the students will learn about the causes of inflation and unemployment and what, if anything, the Federal Reserve, Congress, and the President could do to manage these economic situations. The primary goals of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make informed personal and public decisions. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7302Z Introduction to Personal Finance Grades 11, 12 2.5 credits (Semester course)
This class is designed to give students the tools needed to successfully manage their personal finances by learning basic financial concepts and research skills. Students will learn about the pressures to spend and how to avoid spending haphazardly by making financial statements which includes budgets. They will investigate credit, so they can know how to have a high credit score while limiting bad debt. In addition students will learn how to navigate major purchases like college, housing, and automobiles while protecting themselves from economic peril by learning about insurance. Finally the students will also engage in an in depth study of saving and investing.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7167Z Psychology & Human Behavior Grades 10, 11, 12 2.5 credits (Semester course)
This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7390Z Social History Through Sports Grades 11, 12 2.5 credits (Semester course)
Students will examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport that continues through today. The methodology and approach of the course will include large amounts of discussions, reflective writing, and creative projects based on several multimedia resources such as documentaries and films, as well as historical readings and resources. Some topics will include Muhammad Ali and Malcolm X, gender equality in sports, the O.J. Simpson trial, and an examination of Boston sports racial history, and many more. By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.**Students have the option of earning Honors Credit through more challenging research and project work.*

Mathematics & Computer Science

The course sequences in the chart below represent the traditional progression at each level. While students may take courses in any grade, they must follow the recommended sequence. For example, a student may take

Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must study Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses**. Please note the courses listed under “Electives” do not satisfy the mathematics graduation requirements.

Levels	Honors or AP	Curriculum A	Curriculum B
Grade 9	MA1105Z Geometry - Cur. H	MAXXXXZ Algebra I - Cur. A MA2215Z Geometry - Cur. A	MA1210Z Pre-Algebra - Cur. B
Grade 10	MA1105Z Geometry - Cur. H MAXXXXZ Algebra II - Cur. H	MA2215Z Geometry - Cur. A MAXXXXZAlgebra II - Cur. A	
Grade 11	MAXXXXZ Algebra II - Cur. H MAXXXXZ Precalculus - Cur. H+ MAXXXXZ Precalculus - Cur. H MA4100Z AP Statistics	MAXXXXZ Algebra II - Cur. A MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grade 12	MAXXXXZ Precalculus - Cur. H+ MAXXXXZ Precalculus - Cur. H MA4010Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus - Cur. H MA4100Z AP Statistics	MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grades 10, 11, 12	MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

For Students interested in accelerating their progression in Math, please reference this overview:
Proposal Outside Math Classes for Acceleration 240929

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B **Grades 9, 10, 11, 12** **5 credits**

Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their knowledge of ratios and proportionality to solve various percent problems, including discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or using the fact that relationships of lengths within an object are preserved in similarity. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.
Suggested Entry Criteria: Understand basic arithmetic
Next Course: Algebra I Curriculum A

Algebra I

MAXXXXZ Algebra I - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Algebra I Curriculum A is the first course in a college preparatory sequence. This course addresses the standards of the current state framework with significant emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots following the Number and Quantity domain standards. Content areas including scatter plot, line of best fit, and basic counting principles, connect to the Statistics and Probability domain. The Geometry domain is addressed in work done in the coordinate plane.
Suggested Entry Criteria: Understand Math 8 or equivalent concepts and skills
Next Course: Geometry Curriculum A or Geometry Honors

Geometry

MA1105Z Geometry - Honors **Grades 9, 10** **5 credits**
Geometry Honors is the second course in a college preparatory sequence. This honors course addresses the requirements of the current state framework, with significant emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. The students demonstrate higher-order thinking skills in solving non-routine problems, discovering and writing inductive, deductive, indirect, and coordinate proofs. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam.
May be taken concurrently with Algebra II.
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

MA2215Z Geometry - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
Geometry Curriculum A is the second course in a college preparatory sequence. This course addresses the requirements of the current state framework with significant emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems and use inductive and deductive reasoning to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem-solving. Students use sample spaces to find simple probabilities consistent with the Statistics and Probability domain standards.
May be taken concurrently with Algebra II.
Suggested Entry Criteria: Successful completion of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

Algebra II

MAXXXXZ Algebra II - Honors **Grades 10, 11, 12** **5 credits**

Algebra II Honors is the third course in a college preparatory sequence. Students demonstrate higher-order thinking skills by applying concepts to challenging and real-world problems. This honors course addresses the current state framework, emphasizing the Algebra and Functions domains. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric, and polynomial functions using discrete and recursive models. They will develop their understanding of equation solving to incorporate multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents and study its structure and properties. Students work in the coordinate plane exploring quadratic relationships as they address the standards of the Geometry domain. The Statistics and Probability domain standards are addressed as students interpret data to find a model to fit the data. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. **A TI-83+or TI-84 graphing calculator or equivalent is required.**
May be taken concurrently with Geometry.
Suggested Entry Criteria: Mastery of the concepts and skills of Geometry
Next course: Precalculus Honors Plus, Precalculus Honors, Statistics Curriculum A, or AP Statistics

MAXXXXZ Algebra II - Curriculum A **Grades 10, 11, 12** **5 credits**
Algebra II Curriculum A is the third course in a college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, trigonometry, logarithms, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem-solving applications. Technology is integrated into the course to support problem-solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
May be taken concurrently with Geometry.
Suggested Entry Criteria: Successful completion of Geometry
Next Course: Precalculus Honors, Statistics Curriculum A, or AP Statistics

Precalculus

MAXXXXZ Precalculus - Honors Plus **Grades 11, 12** **5 credits**
Precalculus Honors Plus is a prerequisite course for AP Calculus BC. Precalculus Honors Plus is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series, and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the competitive American Mathematics Competition Exam. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concept and skills of Algebra II Honors.
Next Course: AP Calculus BC, AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

MAXXXXZ Precalculus - Honors **Grades 11, 12** **5 credits**
Precalculus Honors is a prerequisite course for Calculus Honors and AP Calculus AB. Precalculus Honors addresses the same topics as Precalculus Honors Plus at a modified level of rigor. Topics studied include polynomial, trigonometric functions including their graphs, inverses, and identities, exponential and logarithmic functions, complex numbers, and an introduction to vectors. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.
Next Course: AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

Calculus

MA4005Z AP Calculus BC **Grade 12** **5 credits**

Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, additional material in differential equations, approximation using infinite series, and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. $115) in May. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: Mastery of the concepts and skills of Precalculus Honors Plus

MA4010Z AP Calculus AB **Grade 12** **5 credits**

Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required to take the Advanced Placement Exam at the AB level (cost approx. $115) in May. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: Mastery of the concepts and skills of Precalculus Honors

MA4105Z Calculus - Honors **Grade 12** **5 credits**

Calculus Honors completes the advanced sequence, emphasizing functions, derivatives, and antiderivatives. Students are introduced to the fundamental topics in calculus, including limits, simple derivatives, and their applications to functions and problem-solving. Applications of the derivative and integral are introduced throughout the course. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**

Suggested Entry Criteria: Mastery of the concepts and skills of Precalculus Honors

Statistics and Quantitative Reasoning

MA4100Z AP Statistics **Grades 11, 12** **5 credits**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. $115) in May. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: The successful completion of Algebra II Curriculum A, at a minimum.

MA4125Z Statistics - Curriculum A **Grades 11, 12** **5 credits**
Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A.

MA4315Z Quantitative Reasoning - Curriculum A **Grades 11, 12** **5 credits**
Quantitative Reasoning A is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications. It prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Understand the concepts and skills of Algebra II

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Honors **Grades 11, 12** **2.5 credits**
Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is an essential tool of many mathematical procedures used for solving problems in science and engineering. This class will concentrate on linear algebra's mathematical theory and methods. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will understand a matrix as a linear transformation relative to a basis of a vector space.
Suggested Entry Criteria: Algebra II or equivalent

MA5003Z Introduction to Number Theory - Honors **Grades 11, 12** **2.5 credits**
This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers, the Fundamental Theorem of Arithmetic, the Euclidean Algorithm, the Diophantine Equations, Congruence Equations and their Applications (e.g., Fermat's Little Theorem); Multiplicative Functions (e.g., Euler's Phi Function); Application to Encryption and Decryption of Text.
Suggested Entry Criteria: Algebra II or equivalent

Project-Based Electives

The following electives are offered within the Mathematics Department. While presented as listings in the Mathematics Department, these electives do not satisfy mathematics graduation requirements.

Computer Science	**Electives** **Full-Year Courses** MA7414Z Honors Computer Science Principles (Grades 9-12) MA7415Z AP Computer Science Principles (Grades 10-12) MA7411Z AP Computer Science A (Grades 10-12) MA7419Z Computer Science Discoveries - Curr. A (Grades 9-12) **Semester Courses**

	MA7420Z Video Game Development - Honors (Grades 10-12) MA7425Z SUPA Cyber Security - Honors (Grades 10-12) MA7424Z Artificial Intelligence (A.I.) with Python - Honors (Grades 10-12) MA7518Z JavaScript and Web Development - Honors (Grades 10-12) MA7427Z Projects in Computer Science - Honors (Grades 10-12) MA7416Z Introduction to Data Science (Grades 9-12)
Computer Aided Drafting and Design (C.A.D.D.)	Students who are interested in studying Computer Aided Drafting and Design Course should register for Design, Engineering & Fabrication I. Students who have completed C.A.D.D. I, II or III may enroll in Design, Engineering & Fabrication II or III for the next level of study. These math electives are now listed along with other courses in the makerspace pathway.

Computer Science

MA7419Z Computer Science Discoveries - Curriculum A Grades 9, 10, 11, 12 5 credits
What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun.
Suggested Entry Criteria: There are no prerequisites for this course.

MA7414Z Honors Computer Science Principles Grades 9, 10, 11, 12 5 credits
Honors Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet and algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles Grades 10, 11, 12 5 credits
AP Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7410Z AP Computer Science A Grades 10, 11, 12 5 credits
The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology concentrating on problem-solving and algorithm development. It is meant to be equivalent to a first-semester college-level computer science course. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments.
Suggested Entry Criteria: Successful completion of Computer Science Principles.

MA7420Z Video Game Development - Honors Grades 10, 11, 12 2.5 credits
Learn to program and have fun doing it. We will use the Java programming language to develop video games and

simulations. This course will feature several independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7425Z SUPA Cyber Security - Honors **Grades 10, 11, 12** **2.5 credits**
Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. The course will focus on a comprehensive understanding of information security rather than a specific security area. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the essentials of computer programming. It is a college level course that is considered above AP level of difficulty.

MA7424Z Artificial Intelligence with Python - Honors **Grades 10, 11, 12** **2.5 credits**
Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments use in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high-level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors **Grades 10, 11, 12** **2.5 credits**
Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations, and informational websites. The course will introduce the students to various computer science topics, including HTML, CSS, and JavaScript. We will develop full websites and JavaScript-enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students. Still, the environment we will be using is available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7427Z Projects in Computer Science - Honors **Grades 10, 11, 12** **2.5 credits**
Develop and implement a project of your own design! In this class, we will start by engaging with our questions about the world and technology. We will then work together as a class and in small groups to bring a tangible solution to life. We will develop projects from the ground up and engage with our community to attempt to tackle problems that matter. Students will build their skills in research, interview, teamwork, presentation, design, coding, and more. This course is designed for students with no programming experience to advanced students who want to further their computer science and project development skills through in-depth projects. Computers and online tools will be provided for all students in class.

MA7416Z Introduction to Data Science **Grades 10, 11, 12** **2.5 credits**
This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice. **Suggested Entry Criteria:** Some programming experience recommended

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**

This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12 2.5 credits
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Honors Grades 10, 11, 12 2.5 or 5.0 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV- Honors Grades 10, 11, 12 2.5 or 5.0 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All courses are offered at the Honors level and full-year classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS

	Instrumental	Chorus	Music Tech	Drama

Grade 9	PA7205Z Honors Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra Honors PA7111Z String Orchestra (biweekly/year-long) PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7220Z Jazz Band*	PA7228Z Concert Choir Honors PA7231Z Concert Choir (biweekly) Honors PA7125Z Madrigal Singers* Honors	PA8200Z Music Technology (year-long) PAXXXX Music Production Honors (Fall and Spring Semester) PA00036Z Rock Band (Fall Semester) PA00037Z Rock Band (Spring Semester) NEW: PAXXXXZ Multimedia Production	PAXXXXZ Drama and Improv - Honors (Fall and Spring Semester) PA00032Z PlayWriting and Directing - Honors (Fall Semester) NEW: PAXXXXZ Play Production - Honors* (either Fall and Spring Semester) PA00013Z Set Design - Honors
Grades 10, 11, 12	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7220Z Jazz Band*	PA7223Z Chorale PA2232Z Chorale (biweekly) PA7125Z Madrigal Singers*	PA8200Z Music Technology (year long) PAXXXX Music Production Honors (Fall and Spring Semester) PAXXXXZ Advance Music Production - Honors (Fall and Spring Semester) PAXXXXZ Multimedia Production - Honors PA0007Z Digital Music Portfolio I (Semester) PA0008Z Digital Music Portfolio II (Semester) PA00036Z Rock Band (Fall Semester) PA00037Z Rock Band (Spring Semester)	NEW: PAXXXXZ Play Production* (Fall and Spring Semester) PAXXXXZ Advance Drama and Improv PAXXXXZ PlayWriting and Directing (Fall Semester) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester) PA4143Z Global Film Comedies: The International Convergence of Humor, Culture, and History (Semester)

*Students must try out for this course. See Performing Arts Director for details

PAXXXXZ Drama and Improv - Honors **Grade 9** **2.5 credits**

Foundations of Drama and Improv is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction. The course is an introduction to drama and is meant as a survey course

preparing you for more in-depth study in the future.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Advance Drama and Improv - Honors Grades 10, 11, 12 2.5 credits
This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches.

Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast. In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXXZ Playwriting and Directing - Honors Grades 10, 11, 12 2.5 credits
In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Play Production (One Semester) - Honors Grade 9, 10, 11, 12 2.5 Credits
Required Entry Criteria: Audition
In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre.
Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA4141Z Classic American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4143Z Global Film Comedies: **Grades 10, 11, 12** **2.5 credits**
The International Convergence of Humor, Culture, and History
This course explores the universality of comedy as represented in the study of a diverse world cinema. We will delve into how comedic films reflect beliefs, values, and traditions of various global experiences. What is considered funny in Europe, Africa, and Asia reveals significant differences and embraces the common bonds we all have.

PAXXXXZ Set Design - Honors **Grades 9, 10, 11, 12** **5 credits**
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ String Orchestra - Honors **Grades 9, 10, 11, 12** **5 credits**
In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of the instructor. This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXXZ String Orchestra - Honors **Grade 9** **2.5 credits**
(biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria:**

Students in grades 10-12 require pre-approval from the instructor.

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble - Honors **Grades 9, 10, 11, 12** **5 credits**

In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts. **Required Entry Criteria: Audition**

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA7205Z Symphonic Band - Honors **Grades 9, 10, 11, 12** **5 credits**

This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately. This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Symphonic Band - Honors (biweekly/year-long) **Grade 9** **2.5 credits**

For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria: Students in grades 10-12 require pre-approval from the instructor.**

PA7220Z Jazz Band - Honors **Grades 9, 10, 11, 12** **2.5 credits**

The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition**

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Concert Choir - Honors **Grade 9** **5 credits**

This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Concert Choir - Honors (biweekly/year-long) **Grade 9** **2.5 credits**

For an option for grade 9 students that meets twice a week opposite your PE course, please use the course.

PA7223Z Chorale - Honors **Grades 10, 11, 12** **5 credits**

This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Chorale - Honors (biweekly/year-long) **Grade 10, 11, 12** **2.5 credits**
For an option that meets twice a week opposite your PE course. **Requires pre-approval from the instructor.**

PA7125Z Madrigal Singers - Honors **Grades 9, 10, 11, 12** **5 credits**
This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. ***Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir.*** This class meets every day at 7:30am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance and musicianship. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition; concurrent enrollment in Chorale (grade 9 students); Concert Choir (grades 10-12 students)**
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

Music Technology

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. **Prerequisite:** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.

PA8200Z Music Technology - Honors **Grades 9, 10, 11, 12** **5 credits**
This course is required before a student may take any other course in music technology *(waived for students with a year or more experience in one of our performing ensemble classes)*. Students will be introduced to the study of music technology, the equipment, and production software offered in our lab (including Soundtrap, Reaper, Maschine, Band-in-a-Box, iZotope). Instrument and equipment care will be included. Students will complete 'mini' projects in each program and work together to produce a public concert each term.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Music Production - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Prerequisite: *Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*
Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to

mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Focus Areas to include:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Advance Music Production - Honors **Grades 10, 11, 12** **2.5 credits**
Advance level of Music Production Course
Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework. **Prerequisite:** *Music Production*

PA9007Z Digital Music Portfolio I - Honors **Grades 11, 12 only** **2.5 credits**
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II - Honors **Grade 12 only** **2.5 credits**
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA00036Z Rock Band (Fall Semester) - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live

performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00037Z Rock Band (Spring Semester) - Honors Grades 9, 10, 11, 12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PAXXXXZ Multimedia Production - Honors (Fall and spring) Grade 9, 10, 11, 12 2.5 credits
Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.
Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging AI-generated content.

This course aligns with the 2019 media arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

Wellness (Physical Education)

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health and Physical Education Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from the 7 guiding practices of these frameworks. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the department head of wellness.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Wellness Program.

- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students will be limited to just 2 quarter electives in the Grade 10 year. Students are not allowed to take electives marked for Grade 11 and 12 only.

- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quarter electives during junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to

fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

Wellness Absence Clarification

- There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Levels	Courses
Grade 9	PE1610Z 9th Grade Wellness Program
Grades 10, 11, 12 Electives **Grades 11, 12 (see below as well)**	PE7661Z Personal Fitness (2.5 credits) PE7705Z Team Sports (2.5 credits) PE7025Z Yoga (2.5 credits) PE7006Z Walking (2.5 credits) PE7700Z Advanced CPR & First Aid (2.5 credits) PE5655Z Adaptive Physical Education Leader (2.5 credits) PE7021Z Nutrition (2.5 credits) PE7007Z Biking (2.5 credits) PE7027Z Relaxation I (2.5 credits) PE7020Z Recreational Sports (2.5 credits) PE7918Z Basic Physical Defense (for students who identify as female/non-binary) (2.5 credits) PE7919Z Basic Physical Self Defense (for students who identify as male/non-binary) (2.5 credits) PE7662Z AM Personal Fitness (2.5 credits) PE7664Z Drugs and the Body (2.5 credits) PE7917Z Athletic Training (2.5 credits) PE7619Z Outdoor Rock Climbing (2.5 credits) PE7693Z Dance for Fitness (2.5 credits) PE7695Z Pilates (2.5 credits)
Grades 11, 12 only	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits) PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits) PE7692Z Relaxation II (Grade 11 and 12 only) (2.5 credits) PE7686Z Physical Education Leader (Grade 11 and 12 only, Fall Semester, 5 credits)

	PE7688Z Physical Education Leader (Grade 11 and 12 only, Spring Semester, 5 credits)
Grade 12 only	PE3725Z Personal PE Independent Study (All four Quarters) (2.5 credits)

PE1610Z 9th Grade Wellness Program **Grade 9** **2.5 credits**
This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Independent Study **Grade 12 only** **2.5 credits**
Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness **Grades 10, 11, 12** **2.5 credits**
This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE77662Z AM Personal Fitness **Grades 10, 11, 12** **2.5 credits**
This course will meet from 7:30am-8:15am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Q1 & Q2) **Grades 11, 12 only** **5 credits**
PE7688Z Physical Education Leader (Spring Q3 & Q4) **Grades 11, 12 only** **5 credits**
This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to assist in the freshman physical education class.

PE7914Z Backpacking & Camping **Grades 11, 12 only** **2.5 credits**
This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7705Z Team Sports **Grades 10, 11, 12** **2.5 credits**
Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping **Grades 11, 12 only** **2.5 credits**
This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid **Grades 10, 11, 12** **2.5 credits**
Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking **Grades 10, 11,12** **2.5 credits**
This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga **Grades 10, 11, 12** **2.5 credits**
Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader **Grades 10, 11, 12** **2.5 credits**
This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club, students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition **Grades 10, 11, 12** **2.5 credits**
This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking **Grades 10, 11 ,12** **2.5 credits**
This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7027Z Relaxation I **Grades 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7020Z Recreational Sports **Grades 10, 11, 12** **2.5 credits**
Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7917Z Athletic Training **Grades 10, 11, 12** **2.5 credits**
This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an

understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (Female/Non-binary) Grades 10, 11,12 2.5 credits
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7919Z Basic Physical Self Defense (Male/Non-binary) Grades 10, 11,12 2.5 credits
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7664Z Drugs and the Body Grades 10, 11, 12 2.5 credits
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

PE7691Z Outdoor Rock Climbing Grades 10, 11, 12 2.5 credits
This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PE7692Z Relaxation II Grades 11, 12 only 2.5 credits
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PE7693Z Dance for Fitness Grades 10, 11, 12 2.5 credits
This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PE7695Z Pilates Grades 10, 11, 12 2.5 credits
This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

Science

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
    - **9th grade students** (and transfer students*) must take Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
    - **10th grade students** take an Introductory Biology Course.
    - **11th and 12th grade students** are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.
- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
    - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

*If there is any uncertainty regarding placement, the science curriculum director will make the final placement determination as needed.

Science Course Offerings

Levels	Honors or AP	Curriculum A / Heterogenous
Grade 9 Science Course	SC1105Z Physical Science-Curr. H	SC1115Z Physical Science-Curr. A
Grade 9 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year)	
Grade 10 Science Course	SC2106Z Biology-Curr. H	SC2111Z Biology-Curr. A
Grade 10 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC4007Z AP Physics 1 SC4007Z AP Physics 2 SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)***(not offered in the 25-26 school year)** SC7286Z Meteorology* SC7295Z Entomology*	
Grade 11	SC3106Z Chemistry-Curr. H	SC3111Z Chemistry-Curr. A

	SC4106Z Physics-Curr. H SC4010Z AP Biology SC4007Z AP Physics 1 SC4008Z AP Physics 2 Science Electives	SC3217Z Applied and Quantitative Chemistry- Curr. A SC4116Z Physics-Curr. A Science Electives
Grade 11 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)* **(not offered in the 25-26 school year)** SC7286Z Meteorology* SC7295Z Entomology*	
Grade 12	SC3106Z Chemistry - Curr. H SC4106Z Physics - Curr. H SC4010Z AP Biology SC4002Z AP Chemistry SC4070Z AP Environmental Science SC4007Z AP Physics 1 SC4008Z AP Physics 2 SC4011Z AP Physics C (Mechanics) SC4012Z AP Physics C (E&M) Science Electives	SC3111Z Chemistry SC3217Z Applied and Quantitative Chemistry - Curr. A SC3111Z Chemistry SC4116Z Physics Science Electives
Grade 12 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)* **(not offered in the 25-26 school year)** SCXXXXZ Meteorology* SC7295Z Entomology*	

***** Science elective courses are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

Physical Science Course Offerings

SC1105Z Physical Science - Honors **Grade 9** **5 credits**

This is an honors level course for ninth grade students with a strong interest and ability in science and

mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound.
Suggested Entry Criteria: A- or better in eighth grade science and algebra

SC1115Z Physical Science - Curriculum A **Grade 9** **5 credits**
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities.

Biology Course Offerings

SC2106Z Honors Biology - Honors **Grade 10** **5 credits**
Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks.
Suggested Entry Criteria: "B" or better in Honors level Physical Science or an "A" in A level Physical Science

SC2111Z Biology - Curriculum A **Grade 10** **5 credits**
This course is in a sequence, following the successful completion of Biology. This student-centered and differentiated course emphasizes the molecular, cellular, anatomical and ecological aspects of the living world. Students gain skills in note taking and oral defense of their ideas. Special emphasis is placed on characteristics of organisms, cells, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises, some of which require formal lab reports. Reading and writing assignments include articles from science magazines.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Honors **Grades 11, 12** **5 credits**
This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry.
Suggested Entry Criteria: Completed Algebra 2

SC3111Z Chemistry - Curriculum A **Grades 11, 12** **5 credits**
This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC3217Z Applied and Qualitative Chemistry - Curriculum A Grades 11, 12 5 credits
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC4116Z Physics* Grade 11, 12 5 credits
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently). **Students have the option of earning Honors Credit through more challenging research and project work.*

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. *AP students are required to take the College Board's National Advanced Placement examination in May.*

SC4010Z Biology AP Grades 11, 12 5 credits
This course is in a sequence, following the successful completion of Biology. The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals. **Suggested Entry Criteria:** B or better in Honors Biology or A- or better in Biology, *Successful completion of chemistry is highly recommended.*

SC4002Z Chemistry AP Grade 12 5 credits
This course is in a sequence, following the successful completion of Chemistry. Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade. **Suggested Entry Criteria: "**B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of Precalculus is highly recommended*.

SC4007Z AP Physics 1 Grades 10, 11, 12 5 credits
This course is in a sequence, following the successful completion of introductory physical science. This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the

course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, and momentum. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and STEM projects will be assigned both semesters. **Suggested Entry Criteria:** Algebra 2; *must be comfortable with trig and manipulating equations.*

SC4008Z AP Physics 2 **Grades 10, 11, 12** **5 credits**
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters. **Suggested Entry Criteria:** B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics) **Grades 11, 12** **2.5 credits**
AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems.
MUST ALSO BE ENROLLED IN AP PHYSICS C ELECTRICITY AND MAGNETISM
Corequisite: ***Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.***

SC4012Z AP Physics C (Electricity and Magnetism) **Grades 11, 12** **2.5 credits**
AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to topics outlined by the College Board for the AP Physics C: Electricity and Magnetism exam. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.
MUST ALSO BE ENROLLED IN AP PHYSICS C MECHANICS
Corequisite: ***Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.***

SC4070Z Environmental Science AP **Grades 11, 12** **5 credits**
AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated. **Suggested Entry Criteria:** Completion of biology, completed or concurrent chemistry.

Full Science Elective Course Offerings

SC3252Z Anatomy and Physiology **Grades 11, 12** **5 credits**

This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy. **Suggested Entry Criteria: B- or better in Biology** ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7268Z Environmental Science **Grades 11, 12** **5 credits**

Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science. **Suggested Entry Criteria: B- or better in Biology.** ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7294Z Science Training and Research **Grades 10, 11, 12** **5 credits**

All students begin their first year working to build a critical mass of understanding of an area of research related to: physical science, life science, computer science, mathematics, or social science. Initially, students are taught the process of online bibliographic research and are able to access many professional scientific databases. Students use library and Internet research tools to identify specific subjects currently being studied within their chosen area of interest. Students find and study several scientific journal articles then present the information from some of their articles to the class. Once an extensive amount of background material is acquired and a strong sense of understanding is gained, students make contact with research scientists within their field of interest. Often these are the local authors of the articles they have read. At this time, the students ask the scientists to serve as mentors, assisting in carrying out a research project in the area of interest over the upcoming summers and following school years, or to help find appropriate scientists to do so. During the summer following the first year of the course, students participate in research that they design and conduct under the supervision of their mentors. Most often this occurs at the lab where the mentors do their research.

Due to the extensive amount of time many of the research projects demand, and the continuity required, **the majority of the research takes place over the next two summers** (leading into Junior and Senior years) with some work being done to maintain the project during the Junior year of school. Students therefore **must** schedule their summers appropriately. Extensive summer jobs or multi-week vacations (unless related to the research project) have often been the reason students may not take the course. As Juniors and Seniors students actively continue working on their project as well as write a research paper documenting their work and enter all possible science competitions to present their research.

½ year Science Elective Courses

SC7258Z Astronomy **Grades 10, 11, 12** **2.5 credits**

This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own

spacecrafts in Kerbal Space Program. * *Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.*

SC7277Z Oceanography **Grades 10, 11, 12** **2.5 credits**
This half-year course, offered each semester, provides an introduction to oceanography, including the origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography. * *Students have the option of earning Honors Credit through more challenging research and project work.* ***(Not offered 2025-2026 school year)***

SCXXXXZ Meteorology **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. * *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SC7298Z Geomorphology **Grades 10, 11, 12** **2.5 credits**
The Earth's surface is sculpted by tectonic plates, gravity, the movement of water and glaciers, air patterns, and other surficial processes. The topography of the land in turn affects the flow of matter and energy and how humans and other organisms are able to interact with it. In this course, students will explore the surface processes that have and continue to carve Earth into its current form, spend time outside observing examples of landmasses, construct a geologic history of the Greater Boston region, and build 3-dimensional models to test and represent their understanding. **Students have the option of earning Honors Credit through more challenging research and project work.*

SC7288Z Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**
This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Prerequisite: Must be currently enrolled or have completed Biology.** * *Students have the option of earning Honors Credit through more extensive assignments, tests, and projects.* ***(Not offered 2025-2026 school year)***

SC7295Z Entomology **Grades 10, 11, 12** **2.5 credits**
This course is designed as an introduction to insects and their allies. Morphology, anatomical adaptations, classification, identification, ecology, and social applications will be discussed throughout the course. Laboratory activities will include identification investigations, observing live specimens, preparing specimens, and dissection. An endangered insect species from the IUCN Red List of your choice will be researched and a proposal for conservation will be presented.

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion

360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors Grades 10, 11, 12 2.5 credits
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Curriculum H Grades 10, 11, 12 2.5 or 5 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV - Curriculum HGrades 10, 11, 12 2.5 or 5 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Visual Arts

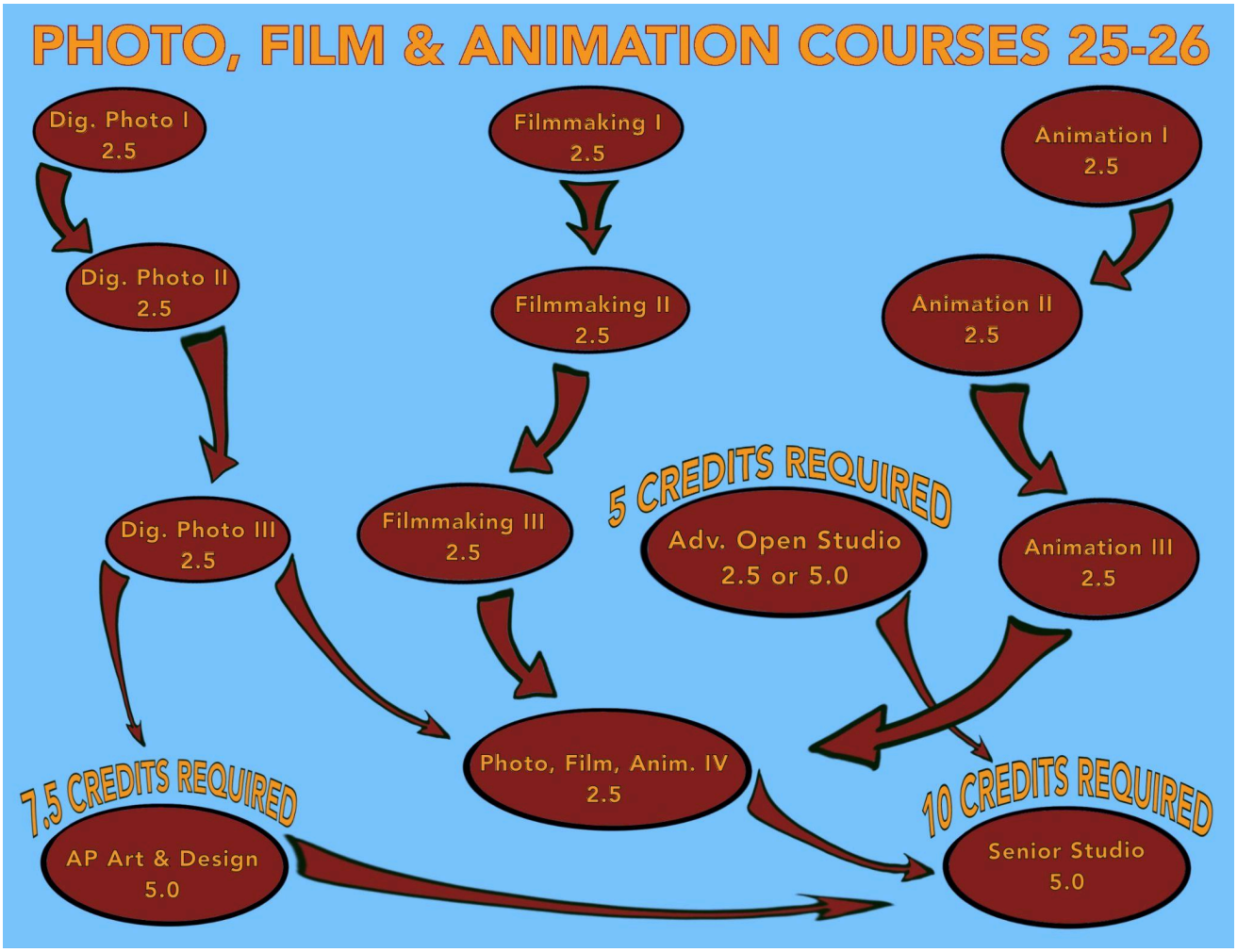
The Visual Arts program is designed to equip students with the technical skills and habits of mind they need to:

- design and fulfill their own unique creative vision
- connect with their community and advance social justice through the arts
- participate confidently in the 21st century's thriving Creative Economy.

We offer 39 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts. All courses are Honors level (with one AP offering), and satisfy the Fine Arts graduation requirement (either two one-semester or one year-long class). Please note that while there are 15 classes open to all levels, the rest have specific prerequisites. In order to skip a prerequisite students must complete a portfolio review and receive permission from the Director of Visual Arts. .

Levels	Courses (Honors)
Level I 1 Sem/2.5 Grades 9-12	AC0001Z Animation I AC3600Z Ceramics I AC032Z Design, Engineering & Fabrication I AC003Z Digital Photography I ACXXXXZ Drawing I ACXXXXZ Painting I AC006Z Filmmaking I AC029Z Architecture I

	AC011C Metalworking & Jewelry Making I ACXXXXZ Mixed Media AC3602Z Woodworking I ACXXXXZ Fiber Arts ACXXXXZ Digital Art
Level IA Year/5.0 Grades 9-12	AC014Z Studio Art ACXXXXZ Set Design
Level II 1 Sem/2.5 Grades 9-12	AC002Z Animation II AC3603Z Ceramics II AC033Z Design, Engineering & Fabrication II AC004Z Digital Photography II AC019Z Drawing & Painting II AC007Z Filmmaking II AC020Z Metalworking & Jewelry Making II AC3613Z Woodworking II AC031Z Architecture II
Level III 1 Sem/2.5 Grades 10-12	AC028Z Animation III AC023Z Ceramics III AC005Z Digital Photography III AC024Z Woodworking III AC025Z Metalworking & Jewelry Making III AC030Z Filmmaking III AC034Z Design, Engineering & Fabrication III
Level IIIA 1 Sem/2.5 or Year/5.0 Grades 10-12	ACXXXXZ Advanced Open Studios
Level IV 1 Sem/2.5 Grades 10-12	AC026Z Ceramics IV AC035Z Design, Engineering & Fabrication IV ACXXXXZ Animation IV ACXXXXZ Digital Photography IV ACXXXXZ Filmmaking IV
Level IVb Year/5.0 Grades 11-12	AC4002Z Advanced Placement Art & Design
Level V Year/5.0 Grade 12	AC027Z Senior Studio



AC001Z Animation I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC002Z Animation II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

AC028Z Animation III - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one or more short animated film projects using media of their choice (traditional and/or digital). Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class.

Prerequisites: Animation II

ACXXXXZ Animation IV - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

AC003Z Digital Photography I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of AdobeLightroom, and learn about digital cameras, lenses and studio lights. . Smartphone photography will also be infused in the curriculum. Students will present their work in small group critiques and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

AC004Z Digital Photography II - Honors **Grades 9, 10,11, 12** **2.5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques, and to create compelling, well-composed images for commercial and fine art applications. Students will go deeper in exploring their personal interest in photography and advance their technical skills, using light, composition, camera settings, and digital editing software (Adobe Photoshop and Lightroom). Students may also shoot, develop and scan film. Students will study photographers from a wide variety of time periods, cultures and contexts. Activities may include a field trip or guest speaker. Students will create a portfolio website and make large format prints for exhibition. **Prerequisites:** Digital Photography I

AC005Z Digital Photography III - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. **Prerequisites:** Digital Photography II

ACXXXXZ Digital Photography IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

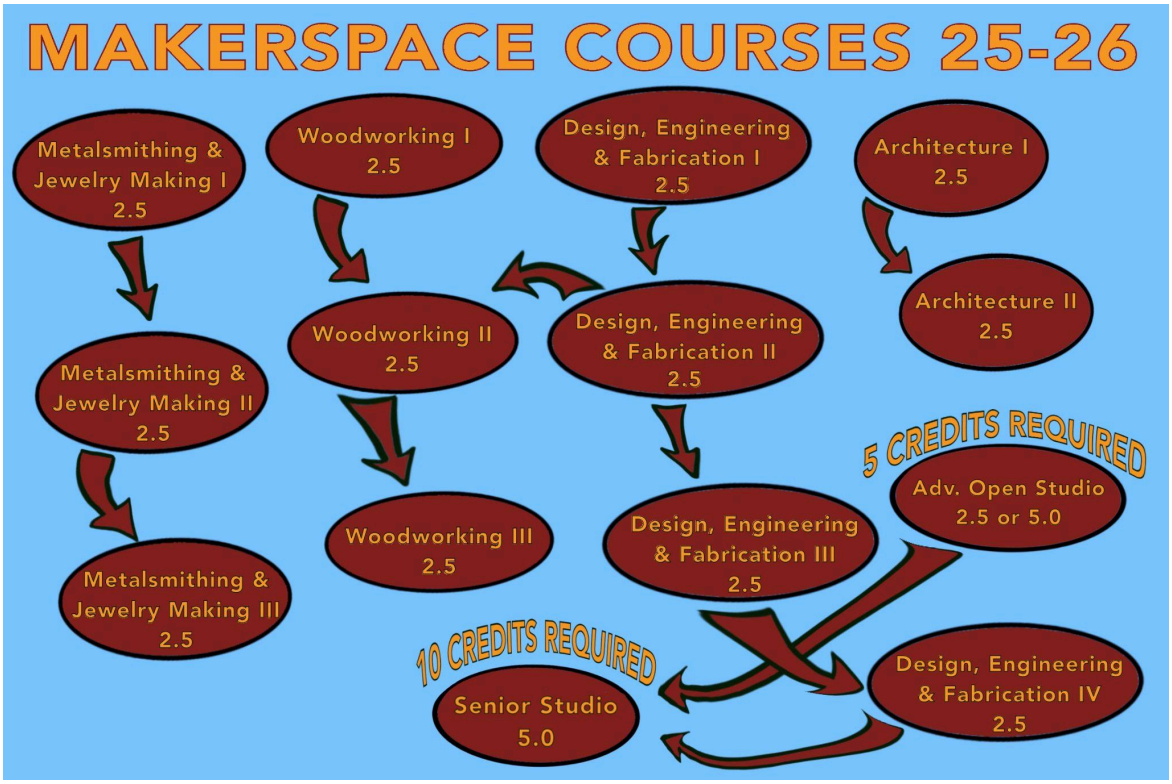
AC006Z Filmmaking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using Mirrorless cameras and Smartphones. Film editing will be done with Adobe Rush and Premiere Pro. Students will present their work in class critiques, as well as have an opportunity to screen their best work in the school's annual film and animation festival. **Prerequisites: None**

AC007Z Filmmaking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Building upon the foundations provided in Filmmaking I, students will complete challenging exercises to hone their skills as well as write, produce, direct and edit short films. The language of cinema, aesthetic decisions, and

personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with advanced camera equipment, lights and microphones, and edited with Adobe Premiere Pro and AftereffectsVisiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production. By the end of this course students will have begun to develop and refine their own personal aesthetic. Students will present their work in class, as well as have an opportunity to show their best work in the school's annual film and animation festival, which they will help organize. **Prerequisites: Filmmaking I**

AC030Z Filmmaking III - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. **Prerequisites:** Filmmaking II

ACXXXXZ Filmmaking IV - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking



AC029Z Architecture I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
IArchitecture I is a semester-long course that takes place in the Makerspace Lab and Woodshop. Students will be introduced to various styles and movements in architecture. They will then create original designs and models using a combination of CADD (Computer Aided Drafting and Design) software tools, digital fabrication methods (3D printing and laser cutters), as well as traditional tools and materials. Students will also be introduced to various styles and movements in architectural history. **Prerequisites:** None

AC031Z Architecture II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes. **Prerequisites:** Architecture I

AC015Z Woodworking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture.We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

AC022Z Woodworking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I or Design Engineering & Fabrication II

AC024Z Woodworking III - Honors **Grades 10, 11, 12** **2.5 credits**
Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Honors **Grades 10, 11, 12** **2.5 credits**

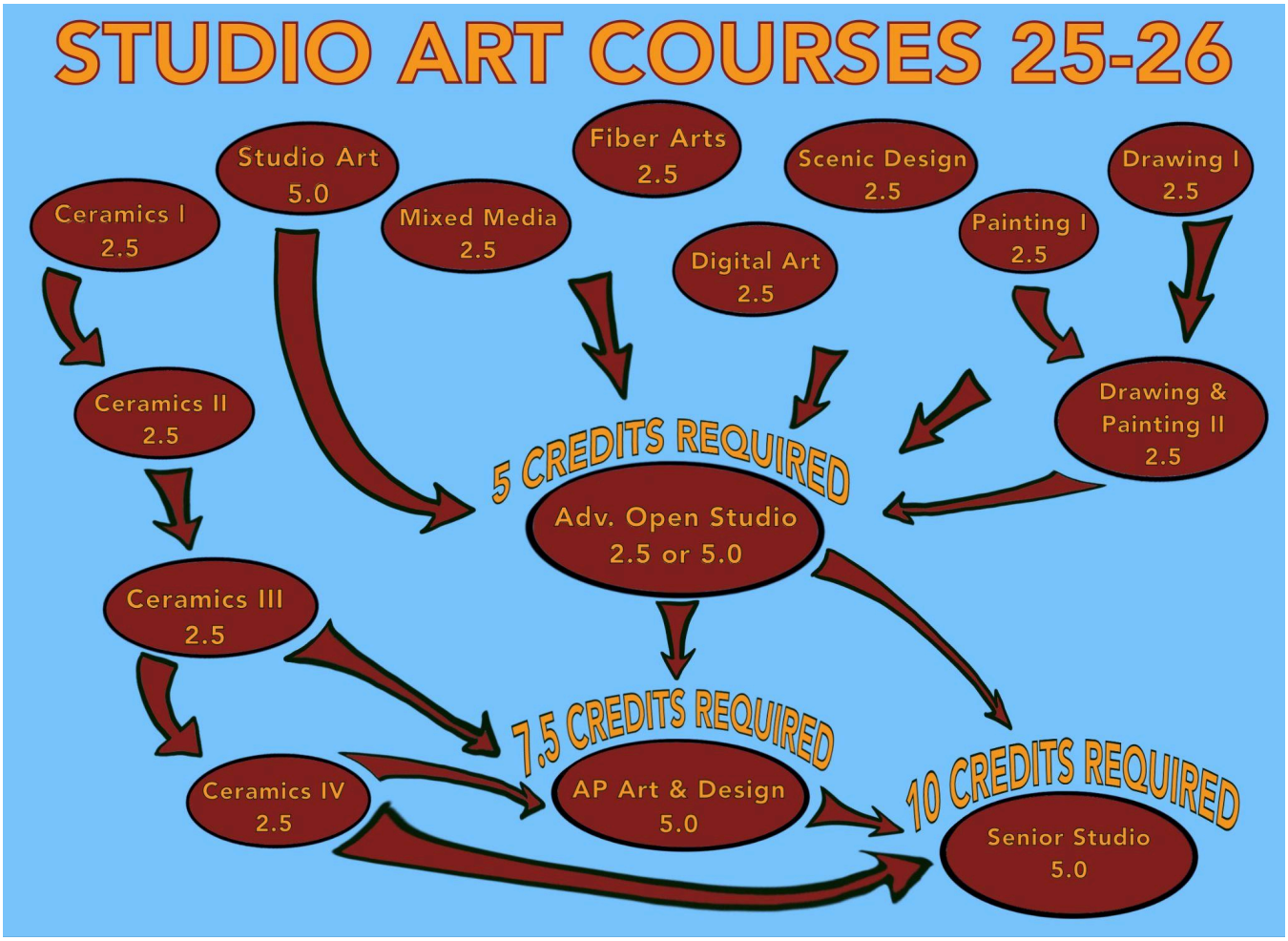
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II or portfolio review and permission of Visual Arts Director.

AC035Z Design, Engineering & Fabrication IV- Honors Grades 10, 11, 12 2.5 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** CADD II or III, Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director

AC011C Metalworking & Jewelry Making I - Honors Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will learn basic techniques such as sawing, cutting, soldering, riveting, hammering, polishing, and many more. Then they will use these techniques to craft their own designs out of copper, nickel, and brass.. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. **Prerequisites:** None

AC020Z Metalworking & Jewelry Making II - Honors Grades 9, 10, 11, 12 2.5 credits
This class builds on the skills learned in Metalsmithing and Jewelry Making I, with more focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as casting, stone-setting,, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned.
Prerequisites: Metalworking & Jewelry Making I

AC025Z Metalworking & Jewelry Making III - Honors Grades 10, 11, 12 2.5 credits
Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals.
Prerequisites: Metalworking & Jewelry Making II



AC3600Z Ceramics I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to clay and the ceramic process. Students will learn basic techniques of handbuilding (pinch, coil and slab) and wheel throwing. Projects may be both functional and sculptural and a variety of surface techniques and glazing treatments will be introduced. **Prerequisites:** None

AC3603Z Ceramics II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course expands on the skills learned in Ceramics I. Students will explore more complex forms and engage in the artistic thinking process to explore deeper meaning in their work. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics I

AC023Z Ceramics III - Honors **Grades 10, 11, 12** **2.5 credits**
This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

AC026Z Ceramics IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing

techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

AC014Z Studio Art - Honors **Grades 9, 10, 11, 12** **5 credits**
This course provides students with a chance to experiment with a wide variety of 2D and 3D media including drawing, painting, printmaking, sculpture, digital art and mixed media. Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles and are encouraged to explore complex ideas in their art. Work will be shared, critiqued and exhibited regularly, and a digital portfolio will be created and maintained throughout the year. **Prerequisites:** None

ACXXXXZ Set Design - Honors **Grades 9,10,11,12** **5 credits**
In the Scenic Design course, students will develop essential skills in drawing, painting, model making, and storyboarding, all of which are vital for creating effective stage environments. The curriculum emphasizes both practical training and analytical research, allowing students to conduct historical and visual research while collaborating with other theater disciplines. Students will engage in script analysis, digital and analog sketching, drafting, scene painting, and model work, which are foundational skills necessary for effective design communication. The course also focuses on theoretical projects, where students will explore design in multiple mediums and analyze scripts for their creative potential. By participating in the design process for the fall play, spring musical, and student-directed one acts, students will contribute to the drama department's artistic vision, creating set pieces and props that enhance the storytelling experience. Through these hands-on experiences, students will not only refine their craft but also learn to work collaboratively and think critically as subjective artists in the world of theater.**Prerequisites:** None

ACXXXXZ Digital Art - Honors **Grades 9,10,11,12** **2.5 credits**
In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks.In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** none

ACXXXXZ Mixed Media - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Mixed Media is designed for students who want to explore a wide variety of techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include assemblage, wire, found object construction, installations, public art, fiber arts, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. They work both independently and collaboratively to complete creative works ready for critique and exhibition. Students are expected to maintain a digital portfolio for documentation of their process, write about and engage in research related to their own work and the art of others. **Prerequisites:** None

ACXXXXZ Fiber Arts - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work.

Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** None

AC009Z Drawing I Honors **Grades 9, 10, 11, 12** **2.5 credits**
Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

ACXXXXZ Painting I Honors **Grades 9, 10, 11, 12** **2.5 credits**
This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC019Z Drawing and Painting II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
The knowledge and skills learned in Drawing and Painting I will be expanded in Drawing and Painting II. Students use a variety of two and three-dimensional materials to explore thematic, choice based works. Students learn how today's artists push the boundaries of traditional drawing and painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** Drawing I or Painting I

AC3105Z Advanced Open Studio - Honors **Grade 10, 11, 12** **2.5 or 5 credits**
This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department

AC4002Z Advanced Placement Art & Design - Honors **Grades 11, 12** **5 credits**
In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital

portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends. **Prerequisites:** 7.5 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.

AC4130 Senior Studio - Honors **Grade 12** **5 credits**

Senior Studio is designed for students to pursue their own interests and passions while becoming familiar with the opportunities and demands of the contemporary visual arts world. In this year-long course, students will work both individually and collaboratively on projects of their own design. Interdisciplinary and community oriented projects will be strongly encouraged. The course instructor will play a coaching role, supporting students' project work and holding them accountable to their own standards and timelines that they have set for themselves and their peers. In addition, significant time will be devoted to looking at and discussing contemporary art, and there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** 10 Visual Arts credits or portfolio review and permission of the Director of Visual Arts

World Languages

The world languages program supports students in developing proficiency in a language other than English and to understand the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish.

Language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: ***Interpersonal*** (two-way, unrehearsed communication between individuals); ***Interpretive*** (one-way communication using receptive skills of listening and reading); and ***Presentational*** (one-way communication using productive skills of speaking and writing).

The target language is the language of instruction and primary means of communication in modern language courses. Latin courses also deal with oral aspects of the language, but greater stress is on reading, grammar, and vocabulary development.

Students are required to complete two years of language study for graduation, however three consecutive years of study of the **same language** is required by most colleges. For this reason, students who choose to change their language after only one year of study may only do so with approval from the Administration (World Language Director, Principal, or Designee). Students who enroll in AP courses are expected to take the AP exam in May. AP Exams are intended for students who have completed the corresponding course at AHS.

Level 1 language courses are offered based on enrollment.

Rising 9th graders who successfully completed an 8th grade world languages course in middle school enroll in level 2 of that language.

Heritage speakers who wish to study that language at AHS should be assessed for placement. Please contact dcarney@arlington.k12.ma.us to schedule.

Students who are interested in the **Massachusetts Seal of Biliteracy** should consider studying a language through their senior year.

French

ML1015Z French 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of French in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.* *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2205Z French 2 – Curriculum A **5 credits**
ML2105Z French 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3205Z French 3 – Curriculum A **5 credits**
ML3105Z French 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries.The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A **5 credits**
ML4105Z French 4 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5114Z French 5: French Cinema – Curriculum A **5 credits**
ML5115Z French 5: French Cinema – Honors **5 credits**
This advanced course builds upon and expands students' at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.
Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

ML1020Z Italian 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Italian in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2220Z Italian 2 – Curriculum A **5 credits**
ML2120Z Italian 2 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking,

reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A **5 credits**
ML3120Z Italian 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 – Curriculum A **5 credits**
ML4120Z Italian 4 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

CL1015Z Latin 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Latin in High School. This course develops reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL2205Z Latin 2 – Curriculum A **5 credits**
CL2105Z Latin 2 – Honors **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A **5 credits**
CL3105Z Latin 3 – Honors **5 credits**
This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A **5 credits**
CL4105Z Latin 4 – Honors **5 credits**
This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and

identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5026Z Advanced Latin, Dual Enrollment **Grade 12** **5 credits**
Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.

This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of $184 for three UMB credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.

Mandarin

ML1000Z Mandarin 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Mandarin in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin. * *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2215Z Mandarin 2 – Curriculum A **5 credits**
ML2115Z Mandarin 2 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A **5 credits**
ML3115Z Mandarin 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML4215Z Mandarin 4 – Curriculum A **5 credits**
ML4115Z Mandarin 4 – Honors **5 credits**
This continuing intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to,

speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML5415Z Mandarin 5 – Curriculum A **5 credits**
ML5115Z Mandarin 5 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (high), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

ML1010Z Spanish 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Spanish in High School. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs. * *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2210Z Spanish 2 – Curriculum A **5 credits**
ML2110Z Spanish 2 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A **5 credits**
ML3110Z Spanish 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A **5 credits**
ML4110Z Spanish 4 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle

basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A **5 credits**
ML5110Z Spanish 5: Spanish Cinema – Honors **5 credits**
This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Seal of Biliteracy

The **MA Seal of Biliterac**y is a graduation distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions offices. Students meeting the Massachusetts Department Elementary and Secondary Education requirements for the Seal of Biliteracy will receive this designation in the form of an insignia affixed to their transcript or diploma during senior year. Arlington also partners with the Language Opportunity Coalition to offer supporting biliteracy awards.

AHS offers testing to students starting in their junior year with information provided to students in grades 11-12 annually.

World Languages Electives

The following courses are open to **sophomores, juniors and seniors** as electives, and do not count toward the two year language graduation requirement.

Digital Language Courses – Honors
Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based, online, independent-study course through Brigham and Young University Independent Study program. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. **Students must have the approval of a school counselor and the World Languages Director prior to enrolling in a course.**

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

OL7011Z American Sign Language 1 – Part 1 (5 credits)
OL7021Z American Sign Language 1 – Part 2 (5 credits)
OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)

OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)

OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)

OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)

OL7106Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 2 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)

Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9, 10, 11, 12	Massive Open Online Courses (MOOC)	
Grades 11, 12	IN5001Z Academic Internships	CD6000Z Technology Intern AP9999Z AP Seminar

Massive Open Online Course (MOOC) **Grade 12** **1.25 credits**
Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be

evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

1. The course you are interested in
2. The names of any interested students or faculty
3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
4. A proposed timeline
5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship **Grades 11, 12** **2.5 credits**

Academic Internships allow seniors and juniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors and juniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Please contact Nicole Eidson (neidson@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

AP9999Z AP Seminar **No credits**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar **Grade 9** **No credits**

Grade 9 students will have two sessions per cycle, scheduled opposite their 9th-grade PE classes. These sessions are dedicated to directed study, providing students with two opportunities each week to finish assignments, take breaks, and connect with teachers. Some orientation activities and skill development programs are also offered during this time to support their transition into high school. The sessions cover School Counseling seminars, Media Center activities, and Stress Management.

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria
Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:
- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings
English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1-Curr. A			TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11, 12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	

Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized programming and support within the general educational setting. Facilitated with support including special education teachers, tutors, teaching assistants, speech/occupational/physical therapists, and social workers, identified students are able to prepare for post-secondary transition to college, and/or employment situations. We offer both a diploma and a Life Skills track for students. Through the evaluation team, the IEP process, and recommendations, students are found eligible for one of the specialized programs that have a disability diagnosis and academic profile that fits a particular program.

- Reach (Supported Learning Center A) typically serves students with Autism Spectrum Disorders and with similar/related neurological disorders with needs based primarily around lagging skills in executive functioning, social cognition and emotional regulation, and sensory processing. The program modifies the curriculum to meet student's individual needs and focuses on building student's executive functioning, self-regulation and social skills.

- Summit (Supported Learning Center B) primarily serves students who may present with complex trauma, mood instability, impulsivity, lagging academic skills, and executive functioning weaknesses . The important functional concern is their inability to access the curriculum based on their social/emotional needs and/or struggles with self-regulation and communication. The program team utilizes a variety of individualized tools to build students' executive functioning capacity, coping skills and academic endurance.

- Compass (Supported Learning Center C) largely serves students with cognitive and intellectual profiles that require significant modifications in order to access the curriculum and students often have impairments in adaptive functioning (communication, social skills, personal independence, and school or work functioning.) The program team focuses on building students' functional academics and life skills.

- The Compass + (18-22) Program is designed to support students aged 18-22 who have fulfilled the requirements for a certificate of completion but still require ongoing assistance to progress towards their post-secondary goals. The program is housed within Arlington High School and students have access to academic classrooms, the life skills lab, and the school cafe and print shop. The program emphasizes skill generalization in the least restrictive environment – the community. Students receive individualized support to engage in community work sites, access community resources, and further develop self-determination skills for active participation in their Individualized Education Program (IEP) teams.

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV

- Life Skills Language Arts
- Contemporary Literature
- American Literature

History

- Modern World History
- US History I
- US History II

Math

- Algebra I
- Geometry
- Life Skills Math

Science

- Biology
- Applied and Qualitative Chemistry
- Physical Science
- Life Skills Science

*****The structure of all specialized programs and support services is developed based upon the specific needs of the students in a given year. While we do offer all these courses, they may not all be available in a given year.**

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics

- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources.Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills

- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)

- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing
- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet
- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet
- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia
- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)

- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)
- Know how to select and use search engines. Understand the differences between search engines (1.53)

ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

DRAFT
AHS
PROGRAM
OF
STUDIES
~~2024-2025~~2025-2026



Updates Specific to ~~2024-2025~~¶

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Last updated: ~~February, 2024~~ Jan 6, 2025

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2025-2026

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- Internships and Projects
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Overview of Arlington High School

Learning, Connecting and Caring as a Community

I. Mission Statement and Expectations

Mission Statement

In an effort to foster academic excellence and personal achievement at the highest levels, Arlington High School focuses on learning, connecting, and caring as a community. AHS provides a safe, supporting, nurturing environment in which students can acquire knowledge, values, and intellectual curiosity that will lead to lifelong learning. ~~As a community we have agreed upon the following values and habits of mind as foundational principles that will guide all teaching and learning and policy decisions at Arlington High School. They are:~~

~~¶~~

- ~~Integrity~~
- ~~Communication~~
- ~~Accountability and responsibility~~
- ~~Respect~~
- ~~Effective teamwork~~

~~¶~~

~~We believe that living these values and habits of mind on a daily basis will ensure all students a rigorous high school education that will prepare them for their future roles as learners, leaders, and citizens in a 21st century democracy.~~

Academic Expectations for Students

Arlington High School students will:

- Gather data and critically evaluate the content, source, and relevance of that data, especially but not exclusively, through the use of technology
- Reason logically, using appropriate qualitative or quantitative methods and use their analysis to answer questions
- Write clearly and effectively.
- Listen actively and respond through inquiry, discussion, writing, and various forms of art
- Read and comprehend varied materials and be able to interpret and apply what they have read.
- Speak clearly and effectively in a variety of contexts
- Demonstrate life, leadership, physical, and cognitive skills through projects, performance, and products

21st Century Focus Credits Across the Curriculum

- Higher-order thinking skills through interdisciplinary learning, analysis, and synthesis of information.
- Media literacy
- Math, science, technology, and engineering expertise
- Teamwork in a diverse, multicultural world
- Stress and time management
- Communication skills
- A love of learning coupled with a willingness to work hard

II. Graduation Requirements

Graduation Requirements

1. Pass MCAS exam in ELA, Math and STE (further explained below)
2. Pass four years of English
3. Pass three years of History/Social Science (to include World History and US history)
4. Pass three years of Science (to include ~~a~~ Physical Science)
5. Pass three years of Mathematics (to include Algebra 1, and Geometry)
6. Pass four years of Education in Wellness (*see below for further information)
7. Pass one year of Fine Arts (5 credits) (*see below for further information)
8. Pass two years of World Languages (three years of the same language and consecutive classes are strongly recommended)
9. Demonstrate competency in Computer Technology
10. Perform and document 40 hours of community service
11. Earn 106 credits minimum

We recommend students use the MassCore Requirements as adopted by the Department of Elementary and Secondary Education to see how they align high school coursework with college and workforce expectations: https://www.doe.mass.edu/ccte/ccr/masscore/.

Definition of the 5-credit Fine Arts Graduation Requirement **Grades 9-12**

Our fine arts classes work toward the standards expressed in the Massachusetts Art Curriculum Framework. This Framework sets the expectation that all students in the Commonwealth's public schools will become proficient in understanding the arts and communicating in at least one arts discipline by the time they graduate from high school. In dance, music, theatre, and visual arts, people express ideas and emotions that they cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. For this reason, courses fulfilling the Fine Arts requirement have their dominant focus on nonverbal expression, creation, creativity, and aesthetic education. These courses value originality, stimulate imagination and creativity, and aim to deepen students' learning by increasing their response to beauty in all of its forms.

Courses which currently fulfill the requirement for Fine Arts include:

a.) Any course offered by the Visual Arts Dept. (see department subsection below)
b.) Any course offered by the Performing Arts Dept. (see department subsection below)
c.) In addition, the following courses will fulfill all or part of the requirement:
   a. CS1921Z Interior and Fashion Design I
   b. CS2921Z Interior and Fashion Design II
   c. AC017Z Design, Engineering and Fabrication I - Honors (2.5 credits)
   d. AC018Z Design, Engineering and Fabrication II - Honors (2.5 credits)
   e. SC034Z Design, Engineering & Fabrication III-Honors (2.5 credits)
   f. SC035Z Design, Engineering & Fabrication IV-Honors (2.5 credits)

Definition of the Four Year Wellness Graduation Requirement

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

- **Grade 9:** Students are required to Complete the 9th Grade Program.
- **Grade 10:** Students are required to take two different quartered electives (preferably in the same

semester). Students are not allowed to take electives marked for Grade 11 and 12 only. (each course is one quarter long)

- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may entail taking two quartered electives during your junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 PE electives because the length of 4 quarter 4 for seniors is shortened.

- **Absences:** There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Promotion and Graduation

Students must earn a passing final grade for the course in order to earn course credits towards graduation. For a student to advance from one grade level to the next higher grade level, the following requirements should be met:

Grade 10	22 credits minimum
Grade 11	48 credits minimum
Grade 12	72 credits minimum
Graduation	106 credits minimum

MCAS Competency Determination

Please note that the MCAS Competency Determination section is currently under review of the school committee and district as we make adjustments to the new laws on this matter.

MCAS

The COVID-19 pandemic has had a significant impact on The Department of Elementary and Secondary Education's (DESE) policies regarding MCAS testing as a graduation requirement. All students must meet the state's competency determination in the areas of English Language Arts (ELA), Math, and Science, Technology and Engineering (STE) however several adjustments and interim standards have been instituted for high school students impacted by the pandemic. Below is an overview of the graduation requirements followed by the link to the DESE's website with more detailed information on the state graduation requirements.

Class of 2025

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

Class of 2026

Math - Pass the NextGen MCAS with a scaled score of 469 or higher*
ELA - Pass the NextGen MCAS with a scaled score of 455 or higher*
STE - Pass the legacy STE with a scaled score of 220 or higher or passing the STE next-generation MCAS with the interim passing standard for Biology (467) or Introductory Physics (470)

***Math scores in the 469-485 range and ELA scores in the 455-471 range will require an Educational Proficiency Plan (EPP)**

Class of 2027 and 2028

Math - Pass the Next Gen MCS with a scaled score of 486 or higher. **

ELA - Pass the Next Gen MCS with a scaled score of 486 or higher**
STE - Pass the Next Gen STE MCAS with a scaled score of 470 or higher

****Scores of 470 to 485 will qualify for graduation with the completion of an Educational Proficiency Plan (EPP)**

MCAS Graduation Requirements DESE

Waivers & Substitutions

Requests for relief/substitution of a graduation requirement must be made in writing to the Principal who has final decision-making authority on local requirements for graduation.

Procedure and Requirements for Early Graduation

1. Petition for Early Graduation Release must be made in writing to the Principal.
2. Application for Early Graduation release will be reviewed by the school counselor and the Principal, or his designee, to outline a program for completion of graduation requirements. The request will then be forwarded to the Superintendent so they are informed.
3. Students accepted for Early Graduation Release are normally required to leave school at the same date all other seniors leave school. Exceptions need to be approved by the Principal.
4. Students who intend to apply for early graduation must meet the following requirements: completion of all local graduation requirements, successful competency determination in Math, ELA, and Science on the MCAS exams, and a plan for the immediate future, signed by the student's parent or guardian.

Course Makeup Policy

It is recommended that a senior who has not met the graduation requirements attend an approved summer school (high school and/or college) and make up credits or required courses immediately, in order to receive their diploma in August of the year they were to have graduated. A diploma will not be conferred to a senior until they have completed all requirements towards graduation.

Any ~~other~~ student at the end of ~~the freshman, sophomore or junior~~grade 9, 10 or grade 11 year is encouraged to make up credits or courses lost during that year. This will help to ensure the ~~proper~~necessary credits ~~necessary~~ for graduation. Students may not make up more than two required courses (English, Mathematics, U.S. History, etc.) in summer school. The two-course limit on required courses applies to the student's entire academic career at AHS and may not be interpreted as two courses per year. Students with extenuating health related circumstances may appeal this limit to the Principal.

- A student must have all summer school courses approved by the Principal or their designee **prior** to registering.
- Prior to continuing in a sequential course, a student must pass an AHS proficiency examination as determined by the department chair for the subject. If the course is not sequential, a proficiency examination will not be required.
- Enrichment courses may be taken any time at the discretion of the Principal. The credit and grade will neither be used in the calculation of either GPA or weighted GPA, nor will the course be shown on the high school transcript.
- Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.
- Courses passed in summer school or courses that are taken through tutoring or outside of the normal semester or year-long timelines, become a part of the student's permanent record. The grade is recorded, but is not calculated in the student's GPA or weighted GPA. Maximum credit value can range

from 2.5 to 5.0 credits, depending on the number of hours required in the study of that subject.

III. Introduction to Course Selection

The information contained in this Program of Studies is designed to guide students and guardians/parents in making important educational decisions for the upcoming school year. **All course offerings are dependent on the finalized school budget, enrollment, and student need. The school reserves the right to delete or amend course offerings based on financial considerations.**

Philosophy of Course Level Enrollment

The Arlington Public Schools encourage all students to meet their maximum potential. Recommended prerequisites are intended to identify the skills and competencies students should possess prior to enrollment in order to be successful in a given course. Required prerequisites that are not tied to sequential course offerings, i.e., you must take Spanish II before you can take Spanish III, are inconsistent with this vision and shall not be barriers to course selection. Teachers and counselors can provide specific assignments and samples of coursework to help students make their choices about appropriate courses and levels of study. *While we encourage students to seek a challenging course of study, a schedule with 3 college-level courses at one time (e.g., Advanced Placement or SUPA - Syracuse university Project Advance (explained on P.7 P4)) is generally considered to be our most demanding program. Students who seek to take more than 3 college-level courses at one time will need prior approval of the administration.*

Please see this document for a comprehensive guide of our recommendations around choosing courses and levels.

Course Selection Guidelines

- School Counselors work with students to choose the appropriate number and selection of required and elective courses for each individual student.
- The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered, and those students who have requested it will be assigned to one of their alternate choices.
- Students who select a particular course at the time of the initial course selection should choose the **appropriate level** at that time. It may not be possible to adjust that level at a later date given the tightness of the class size/course selection process. Students should consult with their teachers and counselors to make the most appropriate educational choices. Changes will not be made in the fall if a class overload would result.
- Students who are interested in college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. All of the courses offered at AHS are designed to prepare our students for college. Historically, Curriculum A, Heterogenous, Honors, SUPA and AP courses have met these standards, while Curriculum B courses have not. Students and parents are encouraged to look at the website to confirm for themselves that their courses meet these standards.
- All Freshman, Sophomore and Junior students attending classes at Arlington High School will be scheduled for 32.5 credits per year (minimum). All Seniors will be scheduled for 30 credits (minimum) per year. Exceptions to the credit minimums must be approved by a school administrator.
- All course schedules are subject to final approval of the administration

Policy for Online Coursework and Dual Enrollment Coursework

Dual enrollment refers to the practice of students receiving credit from their high school for a course taken via a college or university, with the course included on both the high school and collegiate transcript.

Online learning, a practice where students learn in an asynchronous or synchronous format from a device-based platform is a broader term with no specific conditions in regards to high school credit.

Students whose medical needs render the student unable to remain in school for a full school day may petition, on a case by case basis, for acceptance of online coursework via their school counselor and Dean, who will seek approval for the requested online coursework with the department head of the subject of the course. Course work will only be accepted if it is agreed to be used for credit by the school administration.

Arlington High School's leadership team encourages the practice of obtaining credit and online learning credit via established partnerships between our school and external educational organizations. This includes, but is not limited to, our courses offered in partnership with Syracuse University Project Advance (SUPA), the Global Studies Consortium course offered in partnership with Harvard Extension School, the DESE funded dual enrollment opportunities for public high school students offered via Framingham State University, and our blended learning course offered to groups of students via EdX and Coursera. In addition, students may participate in a state offered dual enrollment program through community colleges such as Middlesex and Mass Bay Community Colleges. Each of these opportunities is handled in ways specific to the program and it is important to check with your school counselor at the time of enrollment for specific course requirements.
¶
Students are able to take courses, online or in-person from organizations not partnered with Arlington High School and to submit course descriptions and transcripts as additional information when they apply to college, but these experiences are not governed, sanctioned, or funded by Arlington High School and will not be reflected on the Arlington High School transcript. These courses will not be honored to advance through course pathways or graduation requirements, therefore we recommend that these courses be focused on content that is outside of our school offerings.

Homeschool Students at AHS

Homeschool students are expected to remain in good standing, abide by the code of conduct and AHS attendance policies. Specifically, this means that the student will be subject to the following expectations.

- The student will abide by the Arlington High School discipline code.
- The student will attend class every day on time in accordance with the attendance policy.
- The student will not remain on school grounds during their unscheduled time
- The student will receive an AHS transcript for grades and credits earned.

Should the conditions not be followed, Administration may revisit the student's participation in classes at AHS. If the student is eligible for special education any change in services is subject to state and federal laws governing students eligible for special education.

Schedule Distribution Timetable

As has been the practice in previous years, final student schedules will be distributed by August at the latest. Every attempt will be made to issue a preliminary schedule at the end of the school year or in early summer so that attempts to resolve errors, conflicts, and omissions can take place before the start of the new school year. While students may need to change courses based on their educational goals, no changes that unreasonably overload or imbalance the sizes of existing classes will be made. In particular, changes based on teacher, rather than course preferences, will not be honored.

IV. AHS Course Levels

The following course levels are offered at Arlington High School:

- **Advanced Placement** - primarily for students in Grades 11 and 12, AP courses offer a fast-paced, intensive, college-level, exposure to a specific curriculum. Students in AP courses must take the AP exam, offered by the College Board, at the end of the school year in order to receive AP credit for these courses.
- **Honors** - for students in Grades 9-12, Honors courses are driven by independent student-work and, along with Advanced Placement courses, require the highest amount of student discipline, energy, effort, and organizational skills.

- **Honors for All:** Designed to support all general education students in an honors curriculum.

- **Curriculum A -** for students in Grades 9-12, Curriculum A courses are college preparatory courses that cover rigorous content, college preparatory skill development, and specific instruction from teachers in study skills.
- **Curriculum B -** for students in Grades 9-11 with teacher and school counselor approval only, Curriculum B courses allow for some ~~remediation~~modification of standards while still providing preparation for college and career. Students who are interested in Division 1 or 2 college athletics will need to satisfy NCAA Eligibility Criteria which is available on their website, www.ncaaclearinghouse.org. Historically, Curriculum A, Honors and AP courses have met these standards. Please note that the NCAA has not approved Curriculum B core classes at this point in time.
- **Heterogeneous courses -** Courses with this designation are offered to all students. ~~Students access the same curriculum at the same time with the same teacher. Teachers will differentiate instruction to ensure that all students are appropriately challenged by the curriculum and can reach their full potential~~In heterogeneous classes students are not divided into class sections by curriculum level. Instead, students in the same class can choose to do work at multiple levels (e.g., Curriculum A or Curriculum H) and earn that designation on their transcript. In other words, heterogeneous grouping does not mean eliminating Curriculum H and Curriculum A learning distinctions - it means having those distinctions exist within the same class, with different students receiving differentiated instruction and assignments. Although this practice is not new to Arlington High School, we are making an effort to ensure that all students take at least two heterogeneous classes in core content areas before they graduate~~, as required by the New England Association of Schools and Colleges (NEASC)~~. *Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher ~~in September~~After a trial period (2-4 weeks), students choose which level of work they will commit to for the relevant term.*

	Honors and AP	**Curriculum A**	**Curriculum B**
Reading and writing	Reading and Writing tasks require proficiency in and understanding of topic, development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and writing require increasing independence in understanding of topic development, tone, purpose, voice, structure, grammar, spelling & punctuation.	Reading and Writing tasks directly teach skills in topic development, writer's purpose, structure, grammar, spelling & punctuation.
Essays and open-ended questions	Essays and open-ended questions regularly require development of ideas in 4-9 paragraphs.	Essays and open-ended questions regularly require students to extend and expand upon development of ideas in 4-6 paragraphs	Essays and open-ended questions include direct instruction in creating beginning, middle (development and organization) and end.
Problem solving	Problems require independent application of multiple strategies to reach solutions.	Problems require minimal guidance in application of strategies to reach solutions.	Problems require considerable guidance in application of strategies to reach solutions.

Reading, lab experiences, media viewing	Reading, lab experiences, media viewing, etc. lead to independently drawing inferences and making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require increasing independence in drawing inferences, making comparisons, analysis and evaluations.	Reading, lab experiences, media viewing, etc. require comparison and contrast and some analysis and evaluation with ongoing support.
Textbooks and other information sources	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned for independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and require some independent analysis.	Textbooks and other information sources (essays, works of art, magazines, and newspapers, electronic) are regularly assigned and explored with considerable support.
Student performance tasks	Student performance tasks and assignments are substantial and require independent time management and study skills.	Student performance tasks and assignments are substantial and assume increasing independent time management and study skills.	Student performance tasks and assignments require time management and study skills directly taught and reviewed by the instructor.
Research assignments	Research assignments are carried out independently and require electronic and traditional sources and may include essays of extended length.	Research assignments are carried out with increasing independence and require electronic and traditional sources and may include essays.	Research assignments include explicit teaching of skills of planning, writing and syntheses and revision using electronic and traditional sources
Student tasks	Student tasks regularly require demonstration of creativity and originality independently. Students move beyond proficiency to sophistication in both oral and written language as they make original connections, and apply them to new and different problems.	Student tasks regularly require Demonstration of creativity and originality. Students are increasingly independent in making original connections, and in applying them to new and different	Student tasks regularly require demonstration of creativity and originality with guidance & considerable support. Student tasks require comprehensive idea formation and clearly supported personal opinion.

		problems.	

V. Grades and Report Cards

At the end of each school marking term, a report card is issued to each student. This report is available through the online parent portal and student portal or, upon request, is mailed home to parents or guardians. All grades and attendance become a part of the student's high school record. The following letter grades will be used in rating scholarship achievement in the courses taken:

Letter Grade Explanation

A Exceeds Standard. Content knowledge, complex reasoning skills, and work habits exceed the standard for the course.

B Meets Standard. Content knowledge, complex reasoning skills, and work habits meet the standards of the course.

C Partially Meets Standard. Content knowledge, complex reasoning skills, and work habits partially meet the standards for the course.

D Minimally Meets Standard Content knowledge, complex reasoning skills, and work habits meet only the minimum standards for credit in the course.

F Does Not Meet Standard. Student has failed to demonstrate the minimum expectations for content knowledge and complex reasoning skills in the course.

P Pass. Student has demonstrated the expectations for content knowledge and complex reasoning skills and work habits in a course designated pass/fail.

H Honors

~~S Satisfactory¶~~

~~U Unsatisfactory¶~~

W Withdraw - Student withdrew from the class after the official date to be removed from a class.

Term Grades

The following grades may appear in the term grade for a course, but will not appear in the year-end grade for the course.

FA Failure due to missed attendance ~~(seven or more unexcused absences in a quarter, three or more for one quarter class that meets 2 days per week)~~. The student has exceeded the limit for optional or unexcused absences in the term. The comment from the teacher will detail the grade the student would have received. (see the Student Handbook for details)

I Incomplete. Requirements of course have not been met due to excusable absences. Student will have a limited, agreed upon time to complete assignments.

NG No grade. Student was not present for sufficient amount of time to receive a grade.

M Medical absence (The quarter is not counted as part of the student's final year average.

Parent and Student Portal

At the beginning of each year, parents will be issued a password in order to check attendance and grades for their children at the high school. The information in the Parent Portal is provided by the staff to keep parents aware of both attendance and academic progress throughout each term and year. A password is also issued to each student to enter a Student Portal so that they may check on their daily progress in each class. **It is the responsibility of students to address any concerns or difference of opinions with their teachers on attendance and/or grades that are posted in PowerSchool.**

Final Exams

- Staff may offer a variety of means for students to demonstrate their learning and development over the course of the year which will factor into the students fourth quarter grade.
- Staff may choose to offer summative assessments throughout the course of the year to prepare

students for such exams in the future.

VI. Course Withdrawal Information

A formal withdrawal procedure must be followed in order to change or withdraw from a course. A student should consult their counselor and teacher when a course change is being considered. When course changes are deemed appropriate, a change in programming will be made.

The final date to request a course change for a course will be 3 weeks after the first day of school. For the few electives or other classes that are offered during second semester, the final date to request a change is 3 weeks after the first day of term 3. (See chart below for specific dates). Any course change after this deadline will be reflected with a W in the term and end of year grade, but it will not impact their GPA. Please note, these deadlines are also applied to any student wishing to change from a heterogeneous level within a course to an honors level. (currently the freshman heterogenous ELA course does not fall under this policy and students are able to change levels twice)

AP Add drop dates

**ALL AP Course change requests must be submitted in or before phase 1 and require permission from the (teacher, parent/caregiver, school counselor and) Director of School Counseling.

These dates will be finalized once the calendar year for ~~2024-2025~~2025-2026 is finalized by the School Committee

Year long AP courses	**1 ~~weeks~~week after the first day of term 1**	
Year long course	**2 weeks after first day of school**	**September ~~17, 2024~~16, 2025**
Semester 1 course	**2 weeks after first day of school**	**September ~~17, 2024~~16, 2025**
Semester 2 course	**2 weeks after first day of term 3**	**February 2, 2025**
Quarter 1	**1 ~~weeks~~week after the first day of term 1**	**September ~~10, 2024~~9, 2025**
Quarter 2	**1 week after the first day of term 2**	**November ~~13, 2024~~12, 2025**
Quarter 3	**1 week~~-~~ after the first day of term 3**	**January ~~26, 2025~~25, 2026**
Quarter 4	**1 week after the first day of term 4**	**April ~~4, 2025~~3, 2026**

*these dates are subject to change as the schedule for ~~2024-2025~~2025-2026 is finalized

When a student transfers from one level to another in the same content area (Honors Geometry to Curriculum A Geometry) the student's grade for the course travels with him/her and is averaged into the final grade for the term in the receiving course. When a student replaces one course with a completely different course, (i.e. Astronomy to French I) the grade does not travel with the student. If a student enters the new class too late in the term to earn a grade they will receive an NG in the receiving class. If it is determined that a student must change their schedule after the above deadline, teachers, department heads, counselors, special education liaisons (when applicable) and house deans can and will be involved in the decision to withdraw a student from a course and determine the grade adjustment for shifting levels or whether sufficient work exists to receive a grade.

Auditing Courses

The option to audit a course will be approved by the Principal in extenuating circumstances. Auditing is a

procedure whereby students attend a class for no credit. It is understood that a student who wishes to audit a course and have a notation of that audit appear on the transcript must meet regular attendance and class participation standards in that class.

VII. Transcripts and GPA

Unlike report cards, which list grades by quarter and semester, transcripts only list final grades. (Senior transcripts, in the first part of senior year, do carry term grades as a way of notifying colleges of the students' academic progress in twelfth grade.) In addition, transcripts also list the students' weighted GPA (Grade Point Average) and unweighted GPA. This information is provided unofficially by teachers, in Naviance and PowerSchool. The only recognized official weighted or unweighted GPA is that which appears on an official school transcript. Note that students are not ranked at Arlington High School.

Grade Point Cumulative Average (GPA)

The grades a student earns will be averaged into a grade point average (GPA). The Grade Point Average is a student's non-weighted grade point cumulative average based on the following translation for each letter grade of A, B, C, D or F. The highest GPA is 4.3

A+ (97-100) = 4.3
B+ (87-89) = 3.3
C+ (77-79) = 2.3
D+ (67-69) = 1.3

A (93-96) = 4.0
B (83-86) = 3.0
C (73-76) = 2.0
D (63-66) + 1.0
F (59 & below) = 0

A- (90-92) = 3.7
B- (80-82) = 2.7
C- (70-72) = 1.7
D- (60-62) = 0.7

Weighted GPA

The top weighted GPA is 5.0. The lack of availability of AP courses at 9th and 10th grade levels prevents any student from attaining a 5.25 weighted GPA, the top value for AP grade – see chart below.

Students receive credits for each quarter or term grade. The credits are factored in as part of the weighted GPA. The final credits awarded for the course, however, are based on the student's' Y1 grade, i.e., the student's grade for the year. Students who receive a passing grade for the year in a course, will receive full credit for that course.

Weighted GPA

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
AP	5.25	5.0	4.7	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7
Honors	5.0	4.75	4.45	4.05	3.75	3.45	3.05	2.75	2.45	2.05	1.75	1.45
Curr. A	4.75	4.5	4.2	3.8	3.5	3.2	2.8	2.5	2.2	1.8	1.5	1.2
Curr. B	4.5	4.25	3.95	3.55	3.25	2.95	2.55	2.25	1.95	1.55	1.25	0.95

Courses that students do not receive credit upon completion do not factor into the weighted or unweighted GPA. There are some credit bearing courses that do not factor into the GPA calculation (weighted or unweighted). These courses include: Advisory, Special education services like Academic support and Young Adult Living, and courses in the wellness department.

Guidelines for Converting Grades and Credits for Transfer Students

In order to prevent disputes and misunderstandings revolving around the methodology and resulting determination of grade point average (GPA) for transfer students, and to preserve an element of fairness to

students who have spent their whole academic careers at Arlington High School, the following guidelines will be followed:

- The Arlington High School Class grade point average is designed to give information on students' general level of performance in the AHS course of study. It is not realistic to assume that it can reflect with an unassailable level of accuracy student performance demonstrated under a different set of standards in place at other schools. **Therefore, only grades earned at Arlington High School will be used for the purpose of computing grade point average.**
- Transfer students will receive credits for the courses they have taken at their previous high school(s) as transposed into the credit values for Arlington High School (5 credits, 2.5 credits, etc.)

Honors Speakers for Graduation

The Principal appoints the honors speaker(s) for graduation, taking into consideration, student scholarship, school citizenship, and effectiveness as a writer and speaker.

VIII. School Counseling Services

Counseling services at Arlington High School are geared to the individual student. Counselors work with students and parents on developmental issues, academic planning, course selection, personal issues, transition concerns, and the career/college search process. Counselors assist students to achieve their academic potential, while encouraging social and extracurricular experiences that provide opportunities for personal growth. Each year, counselors meet with their assigned students, in small groups and on an individual basis as needed, while collaborating with teachers and administrators regarding student progress. In addition, the counselors hold group meetings for parents of grade 10, 11, and 12 students each year.

In the spring, counselors meet individually with students to select challenging courses for the upcoming school year. Course selections, made by students and their parents, are further based on teacher recommendations, and post-secondary interests. Students are encouraged to explore their interests and to hone their talents through the selection of elective courses. Maintaining good grades and an appropriate level of rigor in course selection is emphasized.¶

School counselors utilize an online tool through the AHS School Counseling website. This program, called Family Connection/Naviance, is a customized planning and advising tool used to instruct all students on matters involving career and college research. Freshman groups focus on transitioning to the high school, goal setting, and involvement in school and community activities. They are given a Naviance account where they complete a Learning Styles Inventory, which aids them in gaining an understanding of how they learn best, as well as a Multiple Intelligence Scale, which indicates each student's strengths. They also begin the process of researching careers and colleges. Sophomore groups revolve around MCAS, PSAT's, course selection and extracurricular activities. Students complete a Personality Profiler and a Career Inventory on Naviance, which exposes them to careers, college majors, and colleges, which best meet their interests and goals. Sophomores continue to expand their search for college majors. Junior groups focus on PSAT's, SAT's, and other standardized testing information. Students are taught how to conduct and fine-tune their college search using Naviance and other tools. They are encouraged to visit colleges, and to interview with college representatives. Counselors help juniors to develop a list of colleges and discuss acquiring teacher letters of recommendation. Seniors work with counselors in groups and on an individual basis to focus on matching their needs and interests to colleges which are a good 'fit'. Students and parents are guided, step-by-step, through the college application process.

College/admissions representatives schedule meetings with students in the AHS Career Center in order to discuss their requirements and to review admissions criteria. These visits include representatives from two and four year colleges, trade schools, the military, year-off programs, and other alternative programs. AHS also sponsors a Spring College Fair, which hosts representatives from over 150 colleges and universities.

Post-Secondary School Placement

Placement and acceptance into post-secondary schools, especially four-year colleges and universities, both private and state-run, are affected by the following:

- The student transcript: The transcript expresses commitment to learning by the nature and sequence of the course selected and by the marks received
- Recommendations: The student's counselor and teachers usually write recommendations. Recommendations give a picture of the student's academic abilities as well as their involvement in co-curricular activities-sports, music, art, political and community involvement in order to provide a personalized assessment of the student.
- Test scores issued by the College Board or American College Testing Program
- Co-curricular activities, athletics, clubs, service, internships, work experience, in school and in the community

National Standardized Tests

- **PSAT, SAT, ACT** - The College Board of the Educational testing Service and the American College Testing (ACT) Service offer examinations whose scores are sought as part of the admission criteria by post-secondary educational institutions. Arlington High School conducts a Center for Admission testing Programs of the College Board for **PSAT and SAT. ACT** test centers are available in the Metropolitan Boston Area. Sophomores are encouraged to take the Pre-ACT and Juniors are encouraged to take the PSAT to give information for test preparation and testing decisions. Juniors also take the PSAT in order to qualify for the National Merit Scholarship Qualifying Program (NMSQP). Information about these tests is given at regular intervals through the School Counseling Office and the school calendar. Students work out a tentative calendar of testing with their counselors at the end of the sophomore year.
- **AP - The Advanced Placement** examinations provide the means by which secondary school students may demonstrate their readiness to undertake advanced courses as college freshmen. These tests help colleges judge the qualifications of candidates for advanced placement and college credit and are required for any student taking an AP course at Arlington high school to receive AP credit. We do not offer exams for people who are not students at Arlington High School.
- **TOEFL -** The Test of English as a Foreign Language (TOEFL) measures the ability of non-native speakers of English to use and understand North American English as it is used in college and University settings.

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IV. Social - Emotional Counseling

School Counselors

The relationship a school counselor has with their students is a core component of the counseling program at AHS. Personal counseling is involved every time counselors meet with their students. Issues that arise are addressed based on the counselor's assessment of the personal needs of each student. Students are encouraged to set up an appointment with their counselor to discuss problems and concerns. The counselors value the relationship with each of the students and strive to provide individual support for all students. Counselors are also a resource for parents. Parents should feel free to contact their child's counselor if they have any questions or concerns.

When a student is in need of additional support, one of our school social workers may be of assistance in the situation. If a family or student is interested in services from a clinical social worker their school counselor can make a referral through our Student Support Team.

X. Clinical Services and Supports at AHS

General Services

The Intervention Coordinator/Social Workers offer and coordinate a range of support services at Arlington High School. The Intervention Coordinators provide crisis intervention, individual and group counseling, as well as consultation and support services to students, families, and professionals in the Arlington High School

Community. Students are referred due to concerns around anxiety, depression, substance abuse, and behavioral struggles, among others. Deans, teachers, nursing staff, students, parents and school counselors can identify students in need or at risk. The Intervention Coordinator also makes referrals for clinical services in the community, and serves as a liaison to community agencies such as group homes, child welfare social workers, local mental health clinics and private therapists.

There are also several social workers within the Special Education Department (SPED) at the high school. These social workers provide support to students as deemed appropriate in their Individualized Educational Plans (IEPs). Please contact Special Education for more information.

All students returning to school following a hospitalization, safety evaluation, or extended absence, are required to attend a re-entry meeting with their parents/guardians prior to their return to school. In this meeting the student, parent/guardian(s), and appropriate school staff will discuss how the student & family feel about returning to school, make a plan for the student's return to class, and assess and plan for managing make-up work and academics in a way that feels manageable and comfortable. If the student has been hospitalized then parents/guardians are asked to bring the Discharge Summary with them to the re-entry meeting. If the student was evaluated but not admitted to the hospital, please bring a letter of safety from the doctor who did the evaluation. Any other discharge paperwork is also encouraged. THIS IS REQUIRED DOCUMENTATION FOR RE-ENTRY TO SCHOOL.

The Shortstop Program
The Shortstop Program at Arlington High School is a short-term program providing tutoring and counseling support for students returning to school after an extended absence (7 or more days) due to emotional and/or medical reasons. The Instructional Specialist and Social Workers work closely with students and their teachers, enabling them to catch up with assignments and quickly return to classes. Students are offered up to two full days in the Program classroom, and up to eight additional days of help during their study blocks. Those students who require more support after Shortstop may be referred to the Harbor Program.

The Harbor Program
The Harbor Program is a long-term support program aimed at addressing the academic, social, and emotional needs of students with chronic mental health or medical issues. The Instructional Specialists and Social Workers collaborate with students, families, teachers, and outpatient providers, individualizing each student's support plan. Students in Harbor attend Homeroom, Advisory, and one scheduled Harbor Study block each day, as well as regular check-ins with their assigned Social Worker. Referrals to the Harbor Program are made through the School Counseling Department, Nursing, or Deans, and interviews are required for acceptance into the program.

Substance Abuse Services
The Intervention Coordinator, a clinical social worker in our School Counseling Department, also provides a range of support to students affected by substance use. Being caught with drugs or alcohol in or outside of school, or general concern from faculty, staff, or parent/guardian(s) may warrant a student being asked or required to complete an evaluation. Identified students participate in a one-hour evaluation after which the information gathered is used to determine the relative risk that this student may develop or continue to display a substance abuse problem. After this assessment students may be identified as needing a group or individual support and/or out of school support from a range of community resources. In addition, the Intervention Coordinator facilitates the Jive Turkeys, a student-named support group for teens considering making healthier decisions around drinking and other drug use. This group meets Tuesdays during the school day.

The Millbrook Program
Millbrook is an in-district, general education, transition and assessment program which assists in obtaining a better understanding of students social, emotional, academic and transitional needs.

Academic Support Services

The Learning Center **Grades 9, 10, 11, 12**

The Learning Center provides a wide-range of academic support to accommodate the students' varied needs. The teachers work with students clarifying assignments, reviewing content material, structuring and editing essays, supporting ELL students' language development, assisting with college and scholarship applications, and improving study habits and organizational skills. The center is a quiet, structured learning environment where students can work together or independently to complete their assignments. Helping students further develop their executive functioning skills is a major focus of the program. Student progress is closely monitored through PowerSchool. The Learning Center teachers communicate with classroom teachers, guidance counselors, and support staff on a regular basis. Students are expected to bring materials and assignments to class and remain on task. National Honor Society peer tutors are also available to provide additional support. Students can be scheduled into the Learning Center or drop-in during free periods or after school.

New Courses ~~2024 - 2025~~¶

~~AC028Z Animation III - Honors~~ **~~Grades~~2025 - 2026**

PAXXXXZ Multimedia Production - Curriculum H **Grade 9, 10, 11, 12**
2.5 credits¶

~~In Animation III students will continue to develop their own creative vision as an animator and complete one or more short animated film projects using media of their choice (traditional and/or digital). Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class.~~ **~~Prerequisites:~~** ~~Animation II¶~~

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~~AC031Z Architecture II - Honors~~ **~~Grades 9, 10, 11, 12~~** **~~2.5 credits~~¶**

~~In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes.~~ **~~Prerequisites:~~** ~~Architecture I¶~~

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~~AC030Z Filmmaking III - Honors~~ **~~Grades 10, 11, 12~~** **~~2.5 credits~~¶**

~~Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs.~~ **~~Prerequisites:~~** ~~Filmmaking II ¶~~

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~~AC034Z Design, Engineering & Fabrication III- Honors~~ **~~Grades 10, 11, 12~~** **~~2.5 credits~~¶**

~~In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects.~~ **~~Prerequisites:~~** ~~CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director.¶~~

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~~AC035Z Design, Engineering & Fabrication IV- Honors~~ **~~Grades~~ (fall and spring)**

Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas

through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging AI-generated content.

PAXXXXZ Advanced Music Production - Curriculum H Grades 10, 11, 12 2.5 credits

Prerequisite: *Music Production*

Advance level of Music Production Course

Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.

PAXXXXZ Music Production - Curriculum H Grades 9, 10, 11, 12

2.5 credits

~~D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director.¶~~

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~~**CL5006Z Advanced Latin, Dual Enrollment-Honors Grade 12 5 credits¶**~~

~~Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.¶~~

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~~This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of $184 for three UMB credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.¶~~

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~~**CS2314Z Cooking Life After High School (Semester 1 or 2) Grades 10, 11, 12 2.5 credits ¶**~~

~~Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.¶~~

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~~**MA7416Z Introduction to Data Science Grades 10, 11, 12 2.5 credits¶**~~

~~This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice.**Suggested Entry Criteria:** Some programming experience recommended¶~~

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~~**PA9241Z Pep Band/Drumline - Honors Grades 9, 10, 11, 12 5 credits¶**~~

~~Pep Band Drumline is an honors level performance-based class that teaches you the skills and techniques of marching percussion, including snare drums, bass drums, tenor drums, cymbals, and keyboards. You will learn how to read music, play cadences, improvise solos, and create your own grooves. You will also develop~~

~~teamwork, leadership, and communication skills as you work with your fellow drummers and the rest of the pep band. Pep Band Drumline is open to all students who have some musical background and a passion for percussion. **No audition is required, but you must be willing to commit to regular rehearsals and performances throughout the year.** ¶~~

~~¶~~

~~**PA00031Z Advanced Scene Study and Improvisation**~~ **Prerequisite:** *Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Certification Areas:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

PA1250Z Drama and Improv - Honors **Grade 9** **2.5 credits**

Fundations of Drama is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00031Z Advance Drama and Improv - Honors **Grades 10, 11, 12** **2.5 credits**

~~In this class, students are encouraged to explore the depths of their creativity and hone their acting skills through a combination of scripted performances and improvisation. The curriculum is designed not only to nurture the technical aspects of acting but also to delve into the emotional and psychological aspects of character development. Students engage in a variety of exercises aimed at preparing them emotionally for the roles they undertake. From intense character analysis to emotional vulnerability exercises, they learn to tap into their own experiences and emotions, cultivating a rich and authentic connection to the characters they portray. This emotional depth brings a heightened sense of realism to their performances, creating a powerful connection with the audience. The class places a strong emphasis on acting honestly in imaginary circumstances, challenging students to step outside their comfort zones and embrace the authenticity of the characters they embody. Through improvisational exercises, students learn to think on their feet, respond instinctively, and create compelling scenes on the spot. This not only fosters a sense of spontaneity but also enhances their ability to immerse themselves in~~

~~the fictional worlds they bring to life~~This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches. Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast.

In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA00032Z ~~Play Building~~PlayWriting and Directing ~~(1 Semester)~~ Honors Grades 10, 11, 12 2.5 credits

In Play ~~Building~~Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

~~**PA00033Z Introduction to World Music History and Theory Honors**~~ ¶

PAXXXXZ Play Production - Honors
Grade 9, 10, 11, 12 2.5 credits¶

~~This course explores the diversity and richness of musical traditions from around the world. We will examine how these musical traditions are influenced by and influence the cultural, social, political, and historical contexts in which they are performed. We will also learn how to analyze music from different perspectives, using concepts such as pitch, rhythm, harmony, melody, form, style, genre, and instrumentation. Through listening to recordings of various musical genres and styles, we will develop our musical appreciation and critical thinking skills.The course syllabus will include weekly listening sessions that cover a range of musical genres and styles from different regions of the world, readings and exercises that provide background information and analysis skills for selected musical works or composers, and a final research project that includes a presentation inspired by a chosen theme or region. Open to students who have an interest in world music and want to learn more about its history and theory. The~~

Required Entry Criteria: Audition

In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre. Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ~~also suitable~~ideal for students who ~~want to improve their musical skills or explore new musical possibilities.~~¶

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~~PA00034Z Piano Studio/Applied Piano~~ **~~Grade 9, 10, 11, 12~~** **~~2.5 credits~~**¶

~~Explore Your Musical Passion: Personalized Piano Course for All Skill Levels. Unleash your musical potential with our dynamic and engaging piano course designed exclusively for high school students of any proficiency level – whether you're a beginner, intermediate, or advanced player. Delve into a diverse repertoire that celebrates your favorite tunes and genres. From classical compositions to contemporary hits, you'll have the opportunity to learn masterpieces that resonate with your musical taste, fostering a deeper connection to the music you cherish. Regardless of your current level, our curriculum covers a wide spectrum of techniques, theory, and musicality. Beginners will build a solid foundation in piano fundamentals, while intermediate and advanced students will refine their skills through challenging exercises and advanced repertoire. Engage in a vibrant community of fellow music enthusiasts where collaboration, creativity, and support thrive. Participate and learn from peers in ensemble sessions, workshops, and performance opportunities to showcase your progress. Note: Course content and structure may vary based on individual needs and skill levels.~~¶

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~~Course name changes~~¶

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~~AC029Z Architecture I - Honors~~ **~~Grades 9, 10, 11, 12~~** **~~2.5 credits~~**¶

~~IArchitecture I is a semester-long course that takes place in the Makerspace Lab and Woodshop. Students will be introduced to various styles and movements in architecture. They will then create original designs and models using a combination of CADD (Computer Aided Drafting and Design) software tools, digital fabrication methods (3D printing and laser cutters), as well as traditional tools and materials. Students will also be introduced to various styles and movements in architectural history.~~ **~~Prerequisites:~~** ~~None~~¶

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~~AC029Z Design, Engineering & Fabrication I - Honors~~ **~~Grades 9, 10, 11, 12~~** **~~2.5 credits~~**¶

~~This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work.~~ ~~*This course can be taken for either Science or Visual Arts credit.*~~ **~~Prerequisites:~~** ~~None~~¶

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~~AC033Z Design, Engineering & Fabrication II~~are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

SCXXXXZ Meteorology **Grades 10, 11, 12** **2.5 credits**

With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. ** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SSXXXXZ Race, Class and Gender in Society **Grades 10,11,12** **5 credits**

This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other

interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. **Students have the option of earning Honors Credit through more challenging research and project work.*

AC3105Z Advanced Open Studio - Honors **Grades** **Grade 10, 11, 12** **2.5 credits**¶
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I¶
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CS4244Z Early Childhood Education III **Grades 11, 12** **5 credits**¶
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field. **Entry Criteria:** Successful completion of Early Childhood Education II.¶
** Students have the option of earning Honors Credit through more challenging research and project work.*¶
¶
EN30032Z AP Literature and Composition **Grade 12** **5 credits** ¶
Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May. ¶
¶
CS4246Z Early Childhood III Internship **Grade 12** **5 credits**¶
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. ***Please Note:*** *Students must have pre-approval from the program instructor.*¶
¶
CS4245Z Early Childhood Education IV **Grade 12** **5 credits**¶
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school

placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.¶

Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.¶

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ML01Z ML Level 1 - Entering and Emerging (Two blocks-full year) 10 credits¶

This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.¶

¶

ML02Z ML Level IIA - Developing and Expanding (One block-full year) 5 credits¶

This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.¶

¶

ML3002Z ML III - Expanding/Bridging (One block-full year) 5 credits¶

This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.¶

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PA00035Z "Sinfonietta" An Advanced Instrumental 2.5 or 5 credits

This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department

ACXXXXZ Fiber Arts - Honors Grades 9, 10, 11, 12 2.5 credits

In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work.

Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** none

ACXXXX Digital Art - Honors **Grades 9, 10, 11 ,12** **2.5 credits**
In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks.In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** none

ACXXXXZ Filmmaking IV - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking

ACXXXXZ Digital Photography IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

ACXXXXZ Animation IV - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

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PE7027Z Relaxation I **Grades ~~9,~~ 10, 11, 12** **5 credits**¶
~~**Ensemble - Honors**¶~~
~~In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo*. The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts.~~ ¶
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~~**PA00036Z Rock Band I (Semester 1)** **Grades 9, 10,** **2.5 credits**~~
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7692Z Relaxation II **Grades 11, 12 only**

2.5 credits

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groupsThis course is designed to be an extension to practices learned in Intro to Relaxation. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.¶

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PA00037Z Rock Band II (Semester 2)spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

AC009Z Drawing I - Honors **Grades 9, 10, 11, 12**

2.5 credits

Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.¶

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PE3725Z Personal PE Independent Study **Grade 12 only** **2.5 credits**¶

Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent. ¶

Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

ACXXXXZ Painting I - Honors **Grades 9, 10, 11, 12** **2.5 credits**

This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

English Language Arts

English classes are designed to foster clear thinking, thoughtful discussion, respectful collaboration, active listening and the improvement of student writing and reading. Each course provides opportunities for students to work with language-as readers, writers, and thinkers. Student writing will be kept in a portfolio to help students monitor their own progress.

Levels	AP	Honors	Curriculum A	Heterogeneous
Grade 9		EN1116Z Foundations of English	EN1112Z Foundations of English	
Grade 10		EN2125Z Examining Expression	EN2120Z Examining Expression	
Grade 11	EN3001Z AP English Language and Composition	EN3106Z American Literature	EN3110Z American Literature	EN7275Z Public Speaking
Grade 12	EN30032Z AP English Literature and Composition	All Senior electives are offered as heterogeneous courses. *** Students have the option of earning Honors Credit through more challenging research and project work. Students who are interested in earning Honors credit will inform the teacher in September.*		EN4266Z Memoir, Poetry and Fiction: Creating Literary Forms EN7281Z Missing Voices, Other Cultures EN4168Z Poetry as Art EN7275Z Public Speaking*

*Please note these courses are offered at 2.5 credits and do not fulfill the English requirement for senior year.

- **Graduation Requirement:** All students must pass ~~Four~~four years of English in order to graduate.
- **Levels**: English courses are offered at ~~two levels~~Honors or Curr. A in the freshman and sophomore years. At the eleventh and twelfth grades, an Advanced Placement course is also offered. All students enrolled in AP courses must take the AP exam in May.
- **Honors Level:** Honors classes require certain academic strengths and habits of mind. Students should demonstrate clear enjoyment of the written language as evidenced through a love of reading and writing; the student should be able to read challenging texts independently and write carefully considered essays with limited teacher direction. Students need to be able to reason abstractly and think symbolically, take responsibility for their learning, and appreciate their important role as members of a learning community.
- **Heterogeneous Courses (~~Grades 11 and Grade9 and~~ 11/12 Electives):** Students can earn Honors credit in these courses through ~~more challenging research and project work~~demonstrating skills with advanced sophistication, consistency, and independence.
- **Grade 11 English Requirement:** American Literature is a required course for all juniors except those who

select AP Language and Composition.

- **Grade 12 English Requirement:** A full year of English must be selected in Grade 12. Students who take more than one English course should carefully consider the reading and writing requirements of courses since all English courses require a serious time commitment.
- **Summer Reading:** All English courses have required summer reading. A complete list of the titles for each course will be available in June through school offices and online. Summer reading will be tested during the first full week of school in September.
- **Senior Electives:** With the exception of AP Literature and Composition, all senior electives are heterogeneously grouped. Students may elect to earn honors credit in September.

English Grade 9

EN1116Z Foundations of English - Honors **Grade 9** **5 credits**
EN1112Z Foundations of English - Curriculum A **Grade 9** **5 credits**

This course is designed to provide a foundation for success in the entire high school English program. To develop this foundation, students read classic and contemporary works, apply reading strategies, develop skills of literary analysis, and broaden their knowledge of literary terms. The course involves the close reading and discussion of major literary genres including poetry, nonfiction, drama, the short story, and the novel. Because this course is a study of communication in all its forms, students also critically assess information in non-traditional "texts," such as online media, advertisements, and news articles. Students compose literary analyses and expository essays with a clear focus, logically related ideas, and supporting detail to uphold their arguments. In creative writing, students work to develop a strong voice and to integrate literary elements, such as figurative language, characterization, and narrative structure. Students use their knowledge of the standard conventions of the English language to revise and edit their work. Students are encouraged to become active participants in the classroom through student-centered discussions and oral presentations. To foster a positive attitude toward learning and to support students as they assume responsibility for their progress, the course provides instruction in critical thinking, reading strategies, and effective study habits. Other emphases include grammar and vocabulary development. * *Students electing to take the course for honors credit will be responsible for demonstrating skills with advanced sophistication, consistency, and independence. Please click the live links for more information about the standards based skills and the FAQ document.*

English Grade 10

EN2125Z Examining Expression - Honors **Grade 10** **5 credits**
EN2120Z Examining Expression - Curriculum A **Grade 10** **5 credits**

English 10 is a full-year course developing skills gained in ninth grade. Students not only interpret fictional characters' experiences, but also examine and express their own beliefs and ideas through varied methods and media, including discussion. Students write creative pieces and evidence-based analytical essays; collaborate in order to reflect on their growth as writers and thinkers; and continue building vocabulary, learning grammar fundamentals, using technology, speaking publicly, and broadening their understanding of literary elements and genres. Additionally, students prepare for the English Language Arts MCAS exam by cultivating test-taking strategies. Authors we read in the tenth grade include but are not limited to Jane Austen, Dr. Joshua Bennett, Ray Bradbury, Charles Dickens, Yaa Gyasi, Seamus Heaney, José Olivarez, Julie Otsuka, Shakespeare, Clint Smith, Sophocles, Angie Thomas, August Wilson, and others.

English Grade 11

Students entering grade 11 may take one of the following year-long courses. All juniors will study both classic and contemporary works from the following list: *The Scarlet Letter, Of Mice and Men, The Crucible, Plainsong, A Raisin in the Sun, and Into the Wild.*

EN3001Z AP English Language and Composition **Grade 11** **5 credits**

AP Language and Composition is intended for juniors who have demonstrated proficiency in composition and literary analysis and are ready to engage in college-level study of more sophisticated writing and effective rhetoric. Through thematic units the students will explore purpose and audience, the tools of effective argument, the elements of style, and the use (and misuse) of language. Through close analysis and synthesis of a variety of texts, students will develop their expository, analytical, and argumentative writing skills to address the essential question: *How does the study of rhetoric enable one to be a contributing citizen and a conscientious consumer?* While students will read novels of American literature, equal emphasis will be given to classic essays, speeches, political tracts, and literary criticism from such authors as Frederick Douglass, Deborah Tannen, Brent Staples, Richard Rodriguez, Annie Dillard, Perri Klass, Henry David Thoreau, Malcolm X, Martin Luther King, Amy Tan, George Orwell, and others. AP students will be expected to read deeply, prepare oral presentations and lead discussions. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

EN3105Z American Literature - Honors **Grade 11** **5 credits**
EN3110Z American Literature - Curriculum A **Grade 11** **5 credits**

The English 11 full-year American Literature program is an exploration of major American writers from colonial times to the modern day. Students explore the essential questions "*What does it mean to be American?"* and *"How does the American Dream change over time?"* Specific themes include the transition from innocence to experience, the conflicts between the individual and society, the realization of a moral code, and the pursuit of happiness. Selected novels and plays from the list above are supplemented by short stories, poems, and essays. As readers, students are challenged to engage texts purposefully in order to make meaning, generate critical questions, observe connections among texts, and defend interpretations with relevant evidence. As writers, students focus on crafting and supporting original claims through organized, fluid, and unified essays. Portfolios allow students to reflect upon their accumulated work and establish individual writing goals. Grammar instruction, based mainly upon student writing, targets sentence complexity, variety, and precision. Students develop and strengthen their command of language through the study of vocabulary drawn from the texts read in class.

English Grade 12

In order to graduate, students must enroll in and pass a full year of senior English. In the fall, students will spend time on the composition of the college essay and review for the final administration of the SAT. All courses will include regular writing assignments and a variety of reading experiences.

EN30032Z AP English Literature and Composition **Grade 12** **5 credits**

Advanced Placement Literature and Composition engages students in the careful reading and close textual analysis of complex, sophisticated and imaginative literature. By reading fully and deliberately, by noting how meaning is embedded in literary form, students are given the tools to strengthen their knowledge of literary analysis and to foster a deep appreciation of literature. The writing in this course challenges the student to argue ideas clearly, precisely and elegantly in essays of critical analysis. The assignments will be predominantly analytical and require students to demonstrate close reading of a text. Some works that will be studied include *Oedipus Rex, Heart of Darkness, Frankenstein*, a novel by Toni Morrison, the plays of William Shakespeare, and a rich variety of poetry from many cultures and time periods. Advanced Placement students are required to take the College Board's National Advanced Placement Test in May.



EN4266Z Memoir, Poetry and Fiction: Reading and Creating Literary Forms **Grade 12** **5 credits**

Students in this course will have the opportunity to find their creative voices in three distinct areas. The college essay will begin a study of memoir; students will then study the short story, and finally poetry. In each case, writing will be informed by both classic and contemporary literature. Memoirs by David Sedaris, Dave Eggers,

Jeannette Walls; poetry by authors ranging from William Shakespeare to Robert Frost to Billy Collins; and short stories by Hemingway, Poe, Vonnegut, Chopin and many others will all give shape and texture to the literary forms that students will write. Students will create a writing portfolio as the culmination of the year's work.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7281Z Missing Voices, Other Cultures Grade 12 5 credits
Literature often tells us about people whose lives are informed by the societies in which they live. Whether defined by race or culture, exclusion or inclusion, power or weakness, characters in literature can help us to see how society shapes both behavior and motivation. Students in this course will hear the voices of people who have had to work to be heard, whether it is because of gender, beliefs, family background, political realities, or other issues that have caused them to speak out as a means of defining themselves. Students will write regularly in this course; analytical essays, personal essays, and formal presentations will offer students opportunities to hone the writing skills they have been working on throughout their high school years.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN4168Z Poetry as Art Grade 12 5 credits
As one of the oldest art forms, poetry has become both a time-piece and a gallery of diverse expression. It has inspired and informed works ranging from Homer's classic epics to more contemporary forms such as rap and hip-hop. More importantly, perhaps, it is a representation of our own life rhythm. Seamus Heaney once wrote: "I rhyme to see myself. To set the darkness echoing." In an effort to find our own rhyme, we will explore poetry from its most basic roots to its more sophisticated forms. Instead of surveying poetry as a chronological timeline, we will bounce back and forth from the past to the present in order to discover how one has informed the other. Haikus and sonnets, ballads and slam poetry will all receive equal attention. Students will read, compose, and analyze poetry as an artisan might, by paying close attention to the process, the craft, and the history that informs our work. While the majority of the writing in this class will be creative in nature, students will occasionally write expository pieces about poems as well.
** Students have the option of earning Honors Credit through more challenging research and project work.*

EN7275Z Public Speaking (Semester Course) Grades 11, 12 2.5 credits
Sharpening communication skills, which rests on the ability to 'stand and deliver,' promises academic and professional success for life. That remains the guiding belief of this course. In a relaxed, supportive environment, students identify and cultivate strategies to most effectively express themselves. In doing so, they discover their hidden voices and master proven techniques of informing, persuading, and motivating others. By choosing their own topics and acting on ongoing peer feedback, students come to celebrate their existing strengths as communicators while targeting focused areas for maximum improvement. In little time, all students reach heightened self-awareness, gain valuable confidence, and achieve distinct professionalism in the way they present themselves and their personal beliefs. ***This course does not count towards the four year English requirement.*** ** Students have the option of earning Honors Credit through more challenging research and project work.*

Multilingual Learner Education (MLE)

The primary goal of the Multilingual Learner Program is to enable our Multilingual Learners to achieve communicative and linguistic competence in English and to perform in academic content classrooms with high expectations. The core classes are divided into ~~three~~four (4) levels, Entering/Emerging (WIDA 1), Developing/Expanding (WIDA II), Expanding/Bridging (WIDA III) and WIDA Level IV (Expanding English). At each WIDA level the four major aspects of language (speaking, listening, reading, and writing) will be mastered before moving to the next WIDA level. Students practice all language skills in English and learn essential vocabulary and background information to foster success in content areas across the curriculum.

MULTILINGUAL LEARNER EDUCATION PLACEMENT HAS PREREQUISITES AND MUST GO THROUGH A PLACEMENT EXAM AND COMPLY WITH DEPARTMENT GUIDELINES

WIDA Level	Required Language Class
WIDA Level I - Entering/Emerging	EL010Z ML Level I - Entering/Emerging
WIDA Level II - Developing/Expanding	EL011Z ML Level IIA - Developing/Expanding
WIDA Level III - Expanding/Bridging	EL012Z ML Level III - Expanding/Bridging
WIDA Level IV - Expanding English Proficiency	EL013Z ML Level IV - Expanding English Proficiency

WIDA 010Z Level 1 - Entering/Emerging (Two blocks-full year) **10 credits**
This course is designed for students with limited or no English language proficiency. All four areas of language acquisition are emphasized. Listening, speaking, reading, and writing in English are emphasized through content-based instruction and the teaching of learning strategies appropriate for students just learning English. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping beginning students understand the structure of the English language as they begin reading texts on their own.

WIDA 020Z Level II - Developing/Expanding (Two blocks-full year) **10 credits**
This course is designed for students with early intermediate-intermediate English language proficiency. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through content-based instruction and the teaching of learning strategies. The course is designed around theme-based literature instruction using authentic texts. Focus will also be given to helping students be more fluent in their reading and apply reading strategies to literature.

WIDA 030Z III - Expanding/Bridging ((Two blocks-full year) **10 credits**
This course is designed for students with advanced English language proficiency, in need of an additional year of English language development support in addition to an ELA course. All four areas of second language acquisition are emphasized. Listening, speaking, reading, and writing are emphasized through independent use of reading strategies to authentic literature and students own independent reading. This course is taken in conjunction with a grade appropriate English course.

WIDA 040Z IV - Expanding English Proficiency (One block-full year) **5 credits**
This course is designed for students with an Expanding English Proficiency Level at WIDA Level 4. It stresses the more difficult academic language skills in reading and composition through literature-based instruction using authentic texts. Reading & Writing course topics specifically target essential reading and writing skills for multilingual learners. They focus on various strategies to enhance comprehension and interpretation of texts more effectively. These strategies include skimming, scanning, predicting, summarizing, and making inferences. Students will also engage in reading activities to improve their language proficiency, and vocabulary knowledge. Reading materials can range from simple texts, such as short stories and newspaper articles, to more complex academic texts and literature. Through Writing, students will be expressing ideas, opinions, and information in written discourse. In addition, students will develop their writing skills through structured exercises, creative assignments, and academic tasks aimed at improving grammar, vocabulary, organization, and coherence. Peer review and self-editing will be some of the strategies used throughout this course to help multilingual learners identify and correct errors in their writing.

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Family and Consumer Sciences

All courses in the Department of Family and Consumer Sciences address standards in the following areas:

- Massachusetts Health Frameworks Standards
- Massachusetts Career Readiness Benchmarks
- Massachusetts Visual Arts Standards
- Massachusetts Vocational Technical Standards for Early Childhood Education
- Massachusetts Vocational Technical Standards for Culinary Arts
- National Standards for Family and Consumer Sciences
- National Personal Finance Standards

Family and Consumer Sciences is all about "learning for living." We offer courses to help young men and women develop a variety of personal and career skills. Classes are in laboratory settings that provide opportunities for learning by demonstration, practical hands-on experiences, observation and discussion. These courses encourage accomplishment through work in small groups and individual projects. The skills learned in our classes will be useful to students now and throughout their lives.

Levels	Honors	Heterogeneous
Grades 9		CS2241Z Early Childhood Education I CS1920Z Interior and Fashion Design I CS2306Z Culinary I
Grades 10, 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS2306Z Culinary I CS2308Z Culinary II CS2315Z Bake Shop 101 (Semester 1 or 2) CS2314Z Cooking Life After High School (Semester 1 or 2)~~¶~~ ~~CS2317Z Morning Eats: Breakfast and Brunch (Semester 1)~~ CS001 Marketing and Customer Service Experience (Semester 1 or 2)
Grades 11, 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2)

		CS2314Z Cooking Life After High School (Semester 1 or 2) ¶ ~~CS2317Z Morning Eats: Breakfast and Brunch (Semester 1)~~ CS001 Marketing and Customer Service Experience (Semester 1 or 2)
Grade 12		CS2241Z Early Childhood Education I CS3243Z Early Childhood Education II CS4244Z Early Childhood Education III CS4245Z Early Childhood IV (5 credits) CS4246Z Early Childhood Education III Internship (5 credits) CS1920Z Interior and Fashion Design I CS2920Z Interior and Fashion Design II CS1922Z Interior & Fashion III CS2306Z Culinary I CS2308Z Culinary II CS2314Z Cooking Life After High School (Semester 1 or 2) ~~CS2317Z Morning Eats: Breakfast and Brunch (Semester 1)~~ ¶ CS2309Z Culinary III CS2315Z Bake Shop 101 (Semester 1 or 2) CS001 Marketing and Customer Service Experience (Semester 1 or 2)

Child Development Studies

These courses are designed for students interested in studying Early Childhood in college or pursuing careers working with young children such as early childhood or elementary school teachers, daycare providers, child psychologists, pediatricians, or social workers. These courses also benefit students who aspire to be a parent, aunt, or uncle.Students will learn about the development of children through a variety of classroom and preschool lab activities. Students will gain invaluable experience and insight into the roles of parents, teachers, and other professionals who work with young children.

Students who complete the course requirements for Early Childhood Education I, Early Childhood Education II, and Early Childhood Education III may meet the requirements for EEC (Office for Early Education and Care) certification. This certification allows individuals to work in private early childhood programs as teachers. Students will be awarded a letter documenting their participation upon completion of requirements.

CS2241Z Early Childhood Education I **Grades 9, 10, 11, 12** **5 credits**
Although all students are welcome, this elective course is especially designed for students who are interested in pursuing careers in early childhood and elementary education and care or other fields working with children. Students study the development of children from birth to age 5 with a strong emphasis on early childhood curriculum and programs. There will be a focus on current research of brain development, different learning styles, and theories of development, teaching, and learning. The study of children will be accomplished through class readings and discussion, research projects, observations in early childhood programs, media presentations, and hands-on experience working with three and five year old children in Menotomy Preschool. Students apply

their knowledge of developmentally appropriate activities for young children by planning, implementing, and evaluating activities for the preschool children in all curriculum areas.

CS3243Z Early Childhood Education II **Grades 10, 11, 12** **5 credits**
This challenging and rewarding class gives you the opportunity to begin working with children in Menotomy Preschool on a regular basis. You will write and implement lesson plans, create educational games, plan lessons for simple math, language arts, social studies and science concepts, explore music and movement activities, and develop creativity through art. You will apply the knowledge you learn directly with the children in the preschool on a regular basis. **Entry Criteria:** Successful completion of Early Childhood Education I.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4244Z Early Childhood Education III **Grades 11, 12** **5 credits**
This course is for students who have already taken Early Childhood Education I and II and are ready for considerable responsibility applying and practicing their teaching skills in the preschool on a regular basis. You will experience the fun and challenge of working with three to five year old children in the Menotomy Preschool Program as you become involved in all aspects of preschool teaching including planning and implementing activities with the children, interacting with them, and supervising and ensuring their safety. This course provides an invaluable opportunity for first-hand experience in teaching for those students who are planning to enter the field of childcare after high school or who will pursue a college degree in education or another child related field. **Entry Criteria:** Successful completion of Early Childhood Education II.
** Students have the option of earning Honors Credit through more challenging research and project work.*

CS4245Z Early Childhood Education IV **Grade 12** **5 credits**
Students who have already completed three years of Early Childhood Education courses may choose to do an internship in an elementary school classroom. Students who enroll in this program will work out a school placement and a project plan with the ECE teacher in early fall and will then spend the school year working in an elementary or preschool classroom. Students will need flexibility in their schedule in order to schedule this internship around their other high school courses. 5 credits will be awarded to students completing 4 blocks per week of the internship.
Entry Criteria: Successful completion of Early Childhood Education I, Early Childhood Education II, and Early Childhood III, as well as teacher approval.

CS4246Z Early Childhood III Internship **Grade 12** **5 credits**
This course is designed for Seniors who were unable to participate in all four years of the Early Childhood Education Program, but who would like to participate in an internship at Menotomy Preschool, one of the Arlington Public Schools elementary classrooms, or a teacher approved community preschool or daycare. The course is designed to be a combination of the Early Childhood III coursework and Early Childhood Education IV Internship. 5 credits will be awarded to students completing 4 blocks per week of the internship. ***Please Note:*** *Students must have pre-approval from the program instructor.*

Foods, Hospitality, and Tourism Career Paths

The exciting worlds of hospitality and tourism are two of the fastest growing and most exciting industries in the world today. This encompasses more than 15 related industries including food service, travel, tourism, and lodging services. This program will give students the opportunity to explore and research the career paths available and participate in shadow programs for a first-hand look at what the professionals in these industries actually do on the job. Students will be given a broad overview of these career paths in the grade 9 course. In the following years, students will have the option of concentrating their studies in a specific related career path.

CS2306Z Culinary I **Grades 9, 10, 11, 12** **5 credits**
In this course, you will learn food preparation skills for both home and in the hospitality industry. Explore the wide range of career and business opportunities available in this billion dollar industry. Through food labs, a variety of

hands-on activities, discussions, field trips, guest speakers, readings, and research projects. Learn how to prepare healthy foods, fun menus, arranging trips,"planning events, and comparing features of all areas of the hospitality and tourism industry. Walk out of this class with the skills necessary to get an entry level job in the field and find out what this industry can offer you as you consider your future career options. In addition, the foods and nutrition units of this course provide opportunities for students to develop skills in food preparation techniques, meal planning, consumerism, and nutrition planning. Students will be evaluated through a variety of food labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts.

CS2308Z Culinary II **Grades 10, 11, 12** **5 credits**
This elective course is for students who have taken Culinary Arts and Hospitality I and are interested in pursuing a career in the hospitality field. There will continue to be a focus on the wide range of career and business opportunities available in this field, with a concentration on marketing, planning and research in the hospitality and tourism industry. Students will engage in product development, learn to prepare some recipes in the production method style**,** and will analyze nutritional content of foods and recipes through the use of technology. Students will be evaluated through a variety of foods labs, hands-on activities, projects, presentations, demonstrations, and lab experiences to demonstrate their understanding of culinary and nutrition concepts
Entry Criteria: Successful completion of Culinary Arts and Hospitality I

CS2309Z Culinary III **Grades 11, 12** **5 credits**
Culinary Arts and Hospitality III is the third level of Culinary Arts and Hospitality at Arlington High School and prepares students for gainful employment and/or entry into post-secondary education in the food production and service industry. Content provides students the opportunity to acquire marketable skills by demonstrating the principles of safety and sanitation, food preparation skills, and advanced culinary skills. Part of this course will prepare the student to pass the test for ServSafe Certification as a Food Handler. Skills and content will be explored through a variety of hands-on activities, simulations, guest speakers, and field trips. We will also explore a variety of Culinary Arts Programs at the post-secondary level.
Entry Criteria: Successful completion of Culinary Arts and Hospitality I, Culinary Arts and Hospitality II, and teacher approval.

CS2315Z Bake Shop 101 (Semester 1 or 2) **Grades 10, 11, 12** **2.5 credits**
Do you love baking? Learn the basics and science of preparing while baking a variety of baked goods in our culinary labs . Learn how to "bake your own signature items" by tailoring ingredients to meet your tastes. For those students who are not able to fit in a full-year culinary course, this is a great opportunity to explore the art of baking in a one semester format. This baking course will provide opportunities to learn baking skills, by preparing a variety of baked goods; but will also provide opportunities for personalization and making connections between science and the art of baking. Students will develop a portfolio of their work and achievement of academic standards.

~~**CS2317Z Morning Eats: Breakfast and Brunch (Semester 1 or 2)**~~ ~~**Grades 10, 11, 12**~~ ~~**2.5 credits**~~
~~Having a difficult time getting ready, eating, and getting to the homeroom before the late bell? Join us to cook and learn more about the most important meal of the day, as well as strategies for fitting it in so you can have more energy, give a boost to your academics, and contribute to your personal health triangle. Research shows that many people miss out on this very important meal of the day, including the Arlington Youth Risk Behavior Survey (YRBS). This is a great opportunity to learn how to plan and prepare a variety of traditional and updated breakfast and brunch recipes through our cooking labs, walking field trips, and engaging projects. We will also learn how to plan, prepare, and host a brunch. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.~~

Young Adult Living, Design, and Consumer Education

CS2314Z Cooking Life After High School (Semester 1 or 2) Grades 10, 11, 12 2.5 credits
Do you only know how to cook Ramen and boxed mac and cheese? Is that how you're planning to survive college and your early adulthood? Join this class to learn how to plan, shop for, and cook fun, healthy, and inexpensive meals for you and your friends. Students will discover tips and tricks for surviving on their own. This is a great opportunity to learn how to plan and prepare a variety of foods in our cooking labs, walking field trips, and engaging projects. We will explore food preparation techniques, valuable menu planning skills, recipe resources, and how to personalize recipes for both personal taste and time. Basic Budgeting and financial responsibility will also be explored and practiced.Students will be evaluated through a variety of activities, including cooking in the culinary labs, projects, and will leave class with a personalized cookbook of recipes and information that will be a valuable tool for now and when you live on your own.

CS001 Marketing and Customer Service Experience Grades 10, 11, 12 2.5 credits (Semester 1 or 2)
Learn more about the role that customer service and marketing play in the success of both large and small businesses. Learn what employers are looking for in good customer service focused employees and marketing to help their business succeed. Practice your new skills, research and market products for our school laboratory store/cafe. This course will be a great introduction for students interested in business, marketing, hospitality, and/or customer service in any industry. Students will rotate working in our school store/cafe, participate in local field trips to examine customer service practices and large and small business marketing strategies to use as a point of reference and to spark ideas for our small school business.¶

Interior and Fashion Design

Are you creative? Do you have a flair for design? Do you find yourself examining room designs and fashions and thinking of ways you would add your own creative touch? If you do, then Interior Design and Fashion Design are for you. Come explore color theory and the elements and principles of design as they apply to room interiors and fashion. Use your talents and skills to discover the designer in you. These courses are elected in tandem and can be elected for two years, the second year at an advanced level.

****Fashion and Interior Design Courses fulfill the Fine Arts graduation requirements.****

CS1921Z Interior and Fashion Design I Grades 9, 10, 11, 12 5 credits
The first half of this course enables students to explore their creativity in the field of Interior Design by focusing on color, the elements and principles of design, room arrangements and floorplanning. Students will gain an appreciation of the design fundamentals that form the foundation for which all design is judged. Opportunities for using computer aided design software will be available. Students will learn how to manipulate and apply the tools of design in a variety of situations in the home to create beautiful environments through hands-on projects, field trips, and guest speakers. The second half of this course will focus on fashion where students will develop an awareness of the role of clothing, textiles and fashion in our daily lives. They will learn about major fashion designers, how to create mood boards, and what equipment they will need in order to make clothes.-Students will learn how to read a sewing pattern and what shapes of clothes suit certain body types as well as the historical significance of various silhouettes. They will explore the different career paths available to them in the fields of Interior and Fashion Design through field trips, guest speakers. Students will become familiar with the sewing machine through the creation of projects such as pillows, tote bags, and pajamas.

CS2920Z Interior and Fashion Design II Grades 10, 11, 12 5 credits
Students will apply more advanced design techniques through their study of color theory, trends, and costume and historical design. They will select some of their own creative projects and participate in creative community service assignments. Students will stay up to date on the fashion industry by learning about upcycling, famous designers, and fair industry practices. **Entry Criteria:** Successful completion of CS1920Z Interior and Fashion

Design I.

CS1922Z Interior & Fashion III **Grades 11, 12** **5 credits**
Students will apply more advanced design techniques, building upon the skills they learned in Interior & Fashion I and II. They will create a portfolio, designing a fashion line which will include inspirational research, a mood board, sketching, and selecting fabrics. Students will explore more advanced sewing techniques through their independent projects, as well as study various careers related to fashion, merchandising and design.
Entry Criteria: Successful completion of CS1920Z Interior and Fashion Design I, CS2921Z Interior and Fashion Design II, and Interior Fashion and Design teacher recommendation.

History & Social Studies

In Arlington Public Schools, students engage in the study of history and social studies through student-centered as well as inquiry and project based learning that emphasizes historical thinking skills such as analysis, sourcing, synthesizing, contextualization, and corroboration. Students will also consider history from diverse perspectives and engage in a critical analysis of the past that makes connections to today's society and the choices that individuals/groups/nations make today. As part of their study of history, students will also develop their research, media literacy, reading, and writing skills as well as modeling and cultivating their ability to engage in civil discourse, leading students to be prepared to become active members of the society they live in.

Required Courses:
All students must take and pass Modern World History and United States History 1 and 2 in order to graduate from Arlington High School. AP US History or AP African American Studies may take the place of United States History 2.

Levels	Curriculum A	Heterogenous	Honors/Advanced Placement
Grade 9	SS1110Z Modern World History	NA	SS1105Z Modern World History
Grade 10	SS2210Z United States History I	NA	SS2105Z United States History I
Grade 11	SS3110Z United States History II	NA	SS3106Z US History II OR SS4000Z AP US History OR SS002Z AP African American Studies

The following link may be helpful when determining if Honors History is correct level for you:
"What Does It Mean to Take Honors History?" and "Sample Honors History Work"

History Requirement - Grade 9

SS1110Z Modern World History - Curriculum A **Grade 9** **5 credits**
SS1105Z Modern World History - Honors **Grade 9** **5 credits**
In this course, students study major historical events that have created and impacted the world in which we live today. Students will begin with a study of key events from the first half of the twentieth century such as World War I, the interwar years, World War II, modern economic systems, globalization, and international organizations. Students will also study units on the modern Middle East, modern Russia, Latin America, and colonization and

post-colonization in Africa. We will also incorporate discussions of current events that connect to eras of the past.

History Requirement - Grade 10

SS2210Z United States History 1 - Curriculum A **Grade 10** **5 credits**
SS2105Z United States History 1 - Honors **Grade 10** **5 credits**
United States History 1 asks students to study the historical foundations of America and make connections to how the U.S. became the country that it is today. This is done in order to help students become more informed citizens of the country they live in. Students will examine Indigenous history, the establishment of race in North America, the 13 Colonies, American Revolution, U.S. Constitution, early American presidencies, the Civil War and Reconstruction. Throughout their study of early U.S. history, students will consider recurring political, social, economic, military, and cultural themes through diverse perspectives.

History Requirement - Grade 11

SS3110Z United States History 2 - Curriculum A **Grade 11** **5 credits**
SS3106Z United States History 2 - Honors **Grade 11** **5 credits**
In United States History 2, students will study major events and themes in modern American history. Topics include immigration, industrialization and urbanization, American imperialism, Progressivism, World War 1, the Great Depression, World War 2, the Cold War, the Civil Rights Movement, the Vietnam War and contemporary events in U.S. history. Major themes in this course include American foreign policy, government involvement in peoples' lives (domestic policy), protest/change, as well as the experiences of historically marginalized groups in U.S. history. ¶

SS4000Z AP United States History **Grade 11** **5 credits**
The AP US History course focuses on developing student's understanding of American history from approximately 1491 to the present. The course has students investigate the content of US history for significant events, individuals, developments, and processes in nine historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester introductory college or university US history course.
Students selecting the AP US History course must take the College Board AP US History exam in May in order to receive AP credit for the class. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS002Z AP African American Studies **Grade 11** **5 credits**
The interdisciplinary course includes study in a variety of disciplines—literature, the arts, humanities, political science, geography, and science. This approach will allow students to explore the vital contributions and experiences of African Americans. Students will study topics including the African Diaspora, enslavement and resistance, the practice of freedom, and liberatory movements. AP African American Studies is designed to be the equivalent of a two-semester introductory college or university African American Studies course. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

History & Social Studies Elective Offerings

Levels	Advanced Placement	Heterogeneous (all semester courses)

Grades 10, 11, 12	SS7804Z AP Human Geography (full year)	SS7167Z Psychology and Human Behavior ~~SS7806Z Gender & Society~~ SSXXXXZ Race, Class and Gender in Society
Grades 11, 12 ONLY	SS7196Z Economic Ideas and Policy (Dual Enrollment with Syracuse) (Semester) SS7293Z The Economics of Personal Finance (Dual Enrollment with Syracuse) (Semester) SS7802Z AP United States Government and Politics (full year) SS7000Z AP Psychology (full year) SS002Z AP African American Studies	SS7298Z American Law SS7386Z American Pop Culture SS7154Z Current Issues: America and the World ~~SS003Z Ethnic Studies ***(Not offered 2024-2025 school year)***~~¶ SS7295Z Intro to Economics SS7302Z Introduction to Personal Finance ~~SS7280Z Race, Society, and Identity~~¶ SS7390Z Social History Through Sports
Grade 12 ONLY	SS4400Z AP European History (full year)	

SS4400Z AP European History **Grade 12** **5 credits**

Advanced Placement European History is a full-year course focusing on European history from the Renaissance to the present. Coursework includes analysis of historical documents, essay writing, student-centered activities and simulations, and writing document-based questions. This course is designed to prepare students for the Advanced Placement Modern European History Exam by making demands upon them equivalent to that of an introductory college course. Highly motivated, independent learners who have a strong interest in European history should take this course. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7804Z AP Human Geography **Grades 10, 11, 12** **5 credits**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7802Z AP United States Government and Politics **Grades 11, 12** **5 credits**

U.S. Government and Politics is the study of the United States national government's policies, institutions, and foundations. Topics include, constitutional theories forming the basis of government, political beliefs and behaviors, political parties, interest groups, and the mass media, the Congress, presidency, bureaucracy, and Federal court system, public policy, and civil rights and civil liberties. This course gives students an analytical perspective on American government and politics that prepares them to take the AP U.S. Government and Politics exam. The course is a rigorous, intensive, and is taught with college-level texts. Students will be required to take the AP Exam in May. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7000Z AP Psychology **Grades 11, 12** **5 credits**

Advanced Placement Psychology is a full-year course that is the equivalent to a one-semester introductory college course in psychology. This course will give students a better understanding of why people think and

behave as they do. AP Psychology will introduce students to the discipline of psychology as a science, the different theoretical explanations of behavior, contemporary research methods used by psychologists, biological bases of behavior, personality, disorders and therapeutic processes, memory, thinking and learning, developmental and social psychology. Students will be required to take the AP examination in May. **Note: this course may be taken by 11th grade students *in addition* to AP US History or US History 2, but not instead of AP US History or US History 2. *NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7293Z~~-~~ The Economics of Personal Finance SUPA Grades 11, 12 2.5 credits (Semester course) ~~(AP weighting & Syracuse University dual enrollment)~~ (Syracuse University Dual Enrollment course)

The world of personal finance can be overwhelming. From credit cards to mortgages and more, Personal Finance is an in- depth explanation of the essential information you need to know to make financially smart decisions for the rest of your life. This detailed Introduction to Personal Finance focuses on the foundations of financial planning—such as setting short-term and long-term financial goals—and then tackles essential aspects of consumer personal finance, including record keeping, budgeting, banking, saving, borrowing, investing, insurance, taxes, and retirement planning. By the end, you will feel more confident about making informed and reasoned financial choices with regard to your professional and personal lives. Your bank account will thank you later. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See History Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit. ***NOTE: Students choosing to take this AP level course will be responsible for completing a summer assignment and will be assessed within the first week of school.***

SS7196Z Economic Ideas and Policy~~—~~ SUPA Grades 11, 12 2.5 credits (Semester course) (Syracuse University Dual Enrollment course)

Students will undertake an in-depth study of micro and macroeconomics. In microeconomics, students will analyze why people make choices, the market coordination that occurs due to individual choices, market issues that arise due to individual choices, and the potential need for government involvement in the economy. With this foundation in place, the students will examine macroeconomics, in which they will consider the potential options the government may use to intervene in the market. Finally, the students will partake in a global study in which they learn the potential positives and negatives of free trade. This is a college course offered on-site at Arlington High School through a partnership with Syracuse University. All students taking the one semester class will receive a grade at the AP weight for the course on their Arlington High transcript. Additionally, students may opt to pay a nominal fee for three SU credits. Students on free/reduced lunches can take the course for credit at a greatly reduced fee (See Department Head Kaitlin Moran). Typically, colleges will accept the Syracuse credits with a grade for transfer credit.

SS7298Z American Law (Semester course) Grades 11, 12 2.5 credits

This course examines criminal, civil, and constitutional law. Major emphasis is placed upon understanding one's legal rights and responsibilities both inside and outside of school. The specialized areas of criminal justice and the court system receive considerable attention and provide students with a general knowledge of their rights and civic duties. Debate, discussion and mock trials will be heavily utilized to examine current legal issues and important court cases. Topics include homicide, conflict resolution, search and seizure, race and gender discrimination, and property crimes. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7386Z American Popular Culture (Semester course) Grades 11, 12 2.5 credits

What does popular mean? How does someone or something become popular? Students in this course will examine these questions in the context of American culture. We are surrounded by popular culture and it influences how we think, feel, and live. Students will use a variety of cultural products, such as music, movies,

television shows, sports, fashion trends, comic books, magazines, and social networks, to explore what has defined American popular culture over time and the role that popular culture plays in their lives today. Students will complete reviews on different types of media, projects, short essays and reflections, as well as research on elements of pop culture. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7154Z Current Issues: America & the World **Grades 11, 12** **2.5 credits (Semester course)**

Students will study important problems facing the global community and will conduct in-depth research and analysis of these topics. Half of the course will focus on domestic issues, such as, U.S. Gun Policy/Gun Control, National Politics, Criminal Justice Reform, Income/Wealth Inequality, among others. The other half of the course will be devoted to foreign issues, with primary focus being on U.S. regional foreign policy. Classroom activities will include class discussions, collaborative activities, individual projects, and Skype sessions with experts in key areas being studied. Assessments will take the form of writing assignments, which include formal papers and opinion pieces, as well as projects. **Students have the option of earning Honors Credit through more challenging research and project work.*

~~**SS003Z Ethnic Studies** **Grade 12**~~

~~**2.5**~~**SSXXXXZ Race, Class and Gender in Society** **Grades 10, 11 ,12**

~~**5** credits~~

This interdisciplinary ~~elective~~ course ~~centers the history and experiences of people of color to empower us to collectively understand the world, while honoring and affirming our intersectional identities. Through Ethnic Studies, students develop the capacity to interrogate and critique systems of power while building solidarity with others in order to realize a world without racism and other forms of oppression. Ethnic Studies builds on the collective power of communities of color and their social movements to inspire us all to act locally and globally toward justice and transformation. Topics of study include, but are not limited to: intersectionality, 4 I's of Oppression, Restorative Justice, and more. Adapted from Boston Public Schools Ethnic Studies program.~~ **~~Prerequisite:~~** ~~US 2 or equivalent **Students have the option of earning Honors Credit through more challenging research and project work.* **(Not offered in the 2024-2025 school year)**~~¶

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~~**SS7806Z Gender & Society (Semester course)** **Grades 10, 11, 12** **2.5 credits**~~ ¶

~~This course will weave critical analysis of scholarship related to gender, sexism, and other interlocking systems of oppression with personal explorations of identity. In partnership between history teachers and social workers, students will learn to hold space for themselves and others, while reflecting on how their gender identity can shape their perception of self, others, and the world. Methods include journal, guided discussion, circle discussions, and using norms to create a safe space for self-expression. In addition, students will examine why gender equality is so important and yet so hard to achieve. The central aim is to foster critical reading and thinking about gender and the ways in which it is shaped by the interlocking systems of racism, sexism, ethnocentrism, heterosexism, ageism, ableism, colonialism and globalization; and how social movements have resisted these inequalities and worked to create new systems of change. We will scrutinize political, social and legal constructions of gender which continue to operate as though gender is binary, and explore a more inclusive approach which reflects a gender continuum within the context of entrenched power structures. Through understanding the construction of gender and its relationship with society, we will look for solutions to eradicate gender discrimination and gender-based violence.~~ examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these

interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7295Z Introduction to Economics (Semester course) Grades 11, 12 2.5 credits
Through the use of simulations and activities, students will be given the economic tools needed for life as a consumer and citizen. In this class, students will learn the basic fundamentals of how capitalism and markets work. As a case study of markets and to start building a foundation in investing, students will engage in the study of the stock and bond markets. There is also a personal finance unit in which students will learn the tools needed to make informed financial decisions. Students will also engage in the study of macroeconomics to learn concepts needed for citizenship. This will include an in depth analysis of the US budget and tax code. Furthermore the students will learn about the causes of inflation and unemployment and what, if anything, the Federal Reserve, Congress, and the President could do to manage these economic situations. The primary goals of this course are to foster basic economic literacy and thinking skills that will enable students to think critically and to make informed personal and public decisions. **Students have the option of earning Honors Credit through more challenging research and project work.*

SS7302Z Introduction to Personal Finance ~~(Semester course)~~ Grades 11, 12 2.5 credits
(Semester course)
This class is designed to give students the tools needed to successfully manage their personal finances by learning basic financial concepts and research skills. Students will learn about the pressures to spend and how to avoid spending haphazardly by making financial statements which includes budgets. They will investigate credit, so they can know how to have a high credit score while limiting bad debt. In addition students will learn how to navigate major purchases like college, housing, and automobiles while protecting themselves from economic peril by learning about insurance. Finally the students will also engage in an in depth study of saving and investing.
**Students have the option of earning Honors Credit through more challenging research and project work.*

SS7167Z Psychology & Human Behavior ~~(Semester course)~~ Grades 10, 11, 12 2.5 credits
(Semester course)
This class pulls together the most important and applicable concepts from the fields of psychology, neuroscience, behavioral economics, and evolutionary biology. Students will walk away with practical knowledge they can use in their own lives. In the past few decades, we have learned a huge amount about the human mind. So many vital things in life — the way we behave, the way we organize ourselves, our attitudes and beliefs, our ability to solve hard problems — are connected to it. The more we understand about these concepts, the more we can become authors of our own lives. **Students have the option of earning Honors Credit through more challenging research and project work.*

~~**SS7280Z Race, Society, and Identity (Semester course)**~~ **SS7390Z Social History Through Sports Grades 11, 12** ~~**2.5 credits**~~ ¶
~~In this course students will critically analyze the construction of race and the effects it has had on American society through a seminar style approach with hands-on projects. The course starts with an understanding of the self, from which an understanding of modern racial context is then sought. Throughout the course of this class we will go over various case studies in order to shed light on the deeply rooted history of racial discrimination and violence in this country that continues to be prevalent today. Towards the end of the course our focus will shift towards learning contemporary theory around Race and empowering students to act against those issues in meaningful ways. **Students have the option of earning Honors Credit through more challenging research and project work.*¶~~
~~¶~~
~~**SS7390Z Social History Through Sports (Semester course) Grades 11, 12 2.5 credits**~~
2.5 credits
(Semester course)
Students will examine historical social issues such as race, gender, political unrest, war, and religion through the lens of sports. The course will utilize a case study approach to give students a detailed sense of the historical

time period, the social issue, its relationship to a specific sport, and the legacy of the social issue/sport that continues through today. The methodology and approach of the course will include large amounts of discussions, reflective writing, and creative projects based on several multimedia resources such as documentaries and films, as well as historical readings and resources. Some topics will include Muhammad Ali and Malcolm X, gender equality in sports, the O.J. Simpson trial, and an examination of Boston sports racial history, and many more. By the end of the course, students will see sports beyond fandom, competition, and athletic skill; rather they will understand how sports have functioned as both a reflection of social issues, but also a vehicle to move them forward.**Students have the option of earning Honors Credit through more challenging research and project work.*

Mathematics & Computer Science

The course sequences in the chart below represent the traditional progression at each level. While students may take courses in any grade, they must follow the recommended sequence. For example, a student may take Algebra I as a senior or Calculus as a sophomore, depending upon preparation. However, **students must study Algebra I, Geometry, and Algebra II, or their equivalent, before advancing to other math courses**. Please note the courses listed under "Electives" do not satisfy the mathematics graduation requirements.

Levels	Honors or AP	Curriculum A	Curriculum B
Grade 9	MA1105Z Geometry - Cur. H	~~MA1215Z~~MAXXXXZ Algebra I - Cur. A MA2215Z Geometry - Cur. A	MA1210Z Pre-Algebra - Cur. B
Grade 10	~~MA2105Z~~MA1105Z Geometry - Cur. H MAXXXXZ Algebra II - Cur. H	MA2215Z Geometry - Cur. A ~~MA3215Z Algebra~~MAXXXXZAlgebra II - Cur. A	
Grade 11	~~MA3105Z Pre-Calculus~~MAXXXXZ Algebra II - Cur. H MAXXXXZ Precalculus - Cur. H+ MAXXXXZ Precalculus - Cur. H MA4100Z AP Statistics¶	~~MA3215Z~~MAXXXXZ Algebra II - Cur. A¶ ~~MA3110Z Pre-Calculus - Cur. A~~ MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
Grade 12	MAXXXXZ Precalculus - Cur. H+ MAXXXXZ Precalculus - Cur. H MA4010Z AP Calculus AB MA4005Z AP Calculus BC MA4105Z Calculus - Cur. H MA4100Z AP Statistics	~~MA3110Z Pre-Calculus - Cur. A~~¶ MA4125Z Statistics - Cur. A MA4315Z Quantitative Reasoning - Cur. A	
~~**Grades ¶**~~ **Grades 10, 11, 12**	MA5002Z Linear Algebra MA5003Z Introduction to Number Theory		

For Students interested in accelerating their progression in Math, please reference this overview:
Proposal Outside Math Classes for Acceleration 240929

Pre-Algebra

MA1210Z Pre-Algebra - Curriculum B **Grades 9, 10, 11, 12** **5 credits**

Pre-Algebra Curriculum B focuses on four critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Students extend their understanding of ratios and develop an understanding of proportionality to solve single- and multi-step problems. Students use their knowledge of ratios and proportionality to solve various percent problems, including discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or using the fact that relationships of lengths within an object are preserved in similarity. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.

All students will engage in mathematical practices such as reasoning abstractly and quantitatively, looking for and expressing regularity in repeated reasoning, and looking for and making use of structure.
Suggested Entry Criteria: Understand basic arithmetic
Next Course: Algebra I Curriculum A

Algebra I

~~MA1215Z~~MAXXXXZ Algebra I - Curriculum A **Grades 9, 10, 11, 12** **5 credits**

Algebra I Curriculum A is the first course in a college preparatory sequence. This course addresses the standards of the current state framework with significant emphasis on the Algebra domain and the Functions domain. Students will investigate patterns, relations, and functions, simplify polynomials, and solve linear and quadratic equations, inequalities, and systems of equations. Students will also study powers and roots following the Number and Quantity domain standards. Content areas including scatter plot, line of best fit, and basic counting principles, connect to the Statistics and Probability domain. The Geometry domain is addressed in work done in the coordinate plane.
Suggested Entry Criteria: Understand Math 8 or equivalent concepts and skills
Next Course: Geometry Curriculum A or Geometry Honors

Geometry

MA1105Z Geometry - Honors **Grades 9, 10** **5 credits**

Geometry Honors is the second course in a college preparatory sequence. This honors course addresses the requirements of the current state framework, with significant emphasis on the Geometry domain. Major content areas from this domain include the study of angles, polygons, polyhedrons, and circles, recognizing and applying properties of similarity and congruence, calculating measurements, and demonstrating and applying transformations. Students will also identify and apply trigonometric ratios and the Pythagorean theorem. The Statistics and Probability domain is addressed as students determine sample spaces using counting principles to find probability. The students demonstrate higher-order thinking skills in solving non-routine problems, discovering and writing inductive, deductive, indirect, and coordinate proofs. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam.
May be taken concurrently with Algebra II.
Suggested Entry Criteria: Mastery of the concepts and skills of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

MA2215Z Geometry - Curriculum A **Grades 9, 10, 11, 12** **5 credits**

Geometry Curriculum A is the second course in a college preparatory sequence. This course addresses the requirements of the current state framework with significant emphasis on the Geometry domain. In the content standards of this domain, students study a full geometry curriculum. Major content areas include the study of lines, angles, polygons, circles, and congruence and similarity relationships. Students apply area and volume formulas to solve problems and use inductive and deductive reasoning to justify conclusions. Students will also work in the coordinate plane with transformations, distance and midpoint formulas, and parallel and perpendicular lines. The Number and Quantity domain is addressed as students work with powers and roots and use estimation in problem-solving. Students use sample spaces to find simple probabilities consistent with the Statistics and Probability domain standards.
May be taken concurrently with Algebra II.
Suggested Entry Criteria: Successful completion of Algebra I
Next course: Algebra II Honors or Algebra II Curriculum A

Algebra II

~~MA2105Z~~MAXXXXZ Algebra II - Honors Grades 10, 11, 12
5 credits
Algebra II Honors is the third course in a college preparatory sequence. Students demonstrate higher-order thinking skills by applying concepts to challenging and real-world problems. This honors course addresses the current state framework, emphasizing the Algebra and Functions domains. Consistent with the content standards of these domains, students expand their knowledge of functions to include exponential, logarithmic, trigonometric, and polynomial functions using discrete and recursive models. They will develop their understanding of equation solving to incorporate multiple methods of solving quadratics, linear systems in three variables, and linear programming problems. The Number and Quantity domain is addressed as students study complex numbers and finite graphs, extend the real number system to rational exponents and study its structure and properties. Students work in the coordinate plane exploring quadratic relationships as they address the standards of the Geometry domain. The Statistics and Probability domain standards are addressed as students interpret data to find a model to fit the data. In addition, students will be invited to participate in the competitive American Mathematics Competition Exam. **A TI-83+or TI-84 graphing calculator or equivalent is required.**
May be taken concurrently with Geometry.
Suggested Entry Criteria: Mastery of the concepts and skills of Geometry
Next course: ~~Pre-Calculus Honors, Pre-Calculus Curriculum A~~Precalculus Honors Plus, Precalculus Honors, Statistics Curriculum A, or AP Statistics

~~MA3215Z~~MAXXXXZ Algebra II - Curriculum A Grades 10, 11, 12 5 credits
Algebra II Curriculum A is the third course in a college preparatory sequence that further develops and strengthens the concepts and skills of Algebra I and extends these concepts and skills into the traditional topics of Algebra II. The course is aligned with the current state framework and primarily focuses on the Algebra domain and the Functions domain. The topics emphasized include linear, quadratic, and exponential functions, graphs, inequalities, polynomials, trigonometry, logarithms, systems of equations, graph translations, radicals, and an introduction to complex numbers. Students apply their knowledge in problem-solving applications. Technology is integrated into the course to support problem-solving. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
May be taken concurrently with Geometry.
Suggested Entry Criteria: Successful completion of Geometry
Next Course: ~~Pre-Calculus~~Precalculus Honors, ~~Pre-Calculus Curriculum A,~~ Statistics Curriculum A, or AP Statistics

~~Pre-Calculus~~¶
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~~MA3105Z Pre-Calculus~~Precalculus

MAXXXXZ Precalculus - Honors Plus **Grades 11, 12** **5 credits**

~~Pre-Calculus Honors~~Precalculus Honors Plus is a prerequisite course for ~~our Calculus sequence. It~~AP Calculus BC. Precalculus Honors Plus is a rigorous course focusing on mathematical relations and their graphs, inverses, and applications. Topics studied include polynomial, trigonometric, exponential and logarithmic functions, matrices, polar coordinates, complex numbers, sequences, series, and conics (and as time permits, combinations, permutations, probability and statistics.) The course is designed to emphasize theory and mathematical structure. Students will be invited to participate in the ~~Competitive Math Exam Program of the Math Department, taking both the Math Olympiad and the AMC Exams~~competitive American Mathematics Competition Exam. Students will be prepared to take the SAT II, Math Level 2 College Board Achievement exam in June. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: Mastery of the concept and skills of Algebra II Honors.

Next Course: AP Calculus BC, AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

~~**MA3110Z Pre-Calculus - Curriculum A**~~**MAXXXXZ Precalculus - Honors** **Grades 11, 12** **5 credits**

~~Pre-Calculus Curriculum A~~Precalculus Honors is a prerequisite course for ~~our Calculus sequence. Pre-Calculus Curriculum A~~Calculus Honors and AP Calculus AB. Precalculus Honors addresses the same topics as ~~Pre-Calculus Honors~~Precalculus Honors Plus at a modified level of rigor. Topics studied include polynomial, trigonometric functions including their graphs, inverses, and identities, exponential and logarithmic functions, complex numbers, and an introduction to vectors. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**

Suggested Entry Criteria: Mastery of the concepts and skills of Algebra II.

Next Course: AP Calculus AB, Calculus Honors, AP Statistics, or Statistics Curriculum A

Calculus

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MA4005Z AP Calculus BC **Grade 12** **5 credits**

Calculus BC covers the BC syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. Calculus BC covers all of the topics in Calculus AB, additional material in differential equations, approximation using infinite series, and a more advanced level of rigor. Calculus BC represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus BC is designed to allow students to receive credit for and placement beyond one full year of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (BC) exam. Students are required to take the Advanced Placement Exam at the BC level (cost approx. $115) in May. In addition, students will be invited to participate in ~~one or both of the two competitive math exams offered: the Math Olympiad and the AMC~~the competitive American Mathematics Competition Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**

Suggested Entry Criteria: Mastery of the concepts and skills of ~~Pre-Calculus Honors~~Precalculus Honors Plus

MA4010Z AP Calculus AB **Grade 12** **5 credits**

Calculus AB covers the AB syllabus set by the College Board as preparation for the Advanced Placement Test in Calculus. The content topics of this course include limits, continuity, derivatives; graph characteristics of a function and its first and second derivative equations, applications of derivatives, anti-differentiation, integrals, applications of integrals, and the fundamental theorem of calculus. Calculus AB represents college-level mathematics for which most colleges grant advanced placement or credit. Most colleges and universities offer a sequence of several courses in calculus, and entering students are placed within this sequence according to the extent of their preparation. The content of Calculus AB is designed to allow students to receive credit for and placement beyond one semester of calculus at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Calculus (AB) exam. Students are required

to take the Advanced Placement Exam at the AB level (cost approx. $115) in May. In addition, students will be invited to participate in ~~one or both of the two competitive math exams offered: the Math Olympiad and the AMC Exam.~~ the competitive American Mathematics Competition Exam. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: Mastery of the concepts and skills of ~~Pre-Calculus~~Precalculus Honors

MA4105Z Calculus - Honors **Grade 12** **5 credits**
Calculus Honors completes the advanced sequence, emphasizing functions, derivatives, and antiderivatives. Students are introduced to the fundamental topics in calculus, including limits, simple derivatives, and their applications to functions and problem-solving. Applications of the derivative and integral are introduced throughout the course. **A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Mastery of the concepts and skills of ~~Pre-Calculus~~Precalculus Honors

Statistics and Quantitative Reasoning

MA4100Z AP Statistics **Grades 11, 12** **5 credits**
AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring Data: Describing patterns and departures from patterns
- Sampling and Experimentation: Planning and conducting a study
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

The content of AP Statistics is designed to allow students to receive credit for and placement beyond one semester of introductory statistics at many colleges; however, college credit and placement decisions are made by individual colleges, based primarily on the student's score on the AP Statistics exam. Students are required to take the Advanced Placement Exam in Statistics (cost approx. $115) in May. **A TI-83+ or TI-84 graphing calculator or equivalent is required.**
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A, at a minimum.
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MA4125Z Statistics - Curriculum A **Grades 11, 12** **5 credits**
Statistics A is an introduction to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The level of rigor is reduced from that of the AP Statistics course. Students are exposed to three themes:

- Exploring Data: Describing patterns and departures from patterns
- Anticipating Patterns: Exploring random phenomena using probability and simulation
- Statistical Inference: Estimating population parameters and testing hypotheses

A TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.
Suggested Entry Criteria: The successful completion of Algebra II Curriculum A.

MA4315Z Quantitative Reasoning - Curriculum A **Grades 11, 12** **5 credits**
Quantitative Reasoning A is a modified mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes probability, statistics and financial applications. It prepares students to use algebra, geometry, recursively defined functions, and discrete mathematics to model a range of situations and solve problems. **The TI-83+ or TI-84 graphing calculator or equivalent is highly recommended.**
Suggested Entry Criteria: Understand the concepts and skills of Algebra II

Math Electives Beyond Algebra II

MA5002Z Linear Algebra - Honors **Grades 11, 12** **2.5 credits**

Linear algebra is the study of linear systems of equations, vector spaces, and linear transformations. Solving systems of linear equations is an essential tool of many mathematical procedures used for solving problems in science and engineering. This class will concentrate on linear algebra's mathematical theory and methods. The student will become competent in solving linear equations, performing matrix algebra, calculating determinants, and finding eigenvalues and eigenvectors. On the theoretical side, the student will understand a matrix as a linear transformation relative to a basis of a vector space.
Suggested Entry Criteria: Algebra II or equivalent

MA5003Z Introduction to Number Theory - Honors **Grades 11, 12** **2.5 credits**
This is an introductory course in Number Theory for students interested in mathematics. The course begins with the basic notions of integers and sequences, divisibility, and mathematical induction. It also covers standard topics such as Prime Numbers, the Fundamental Theorem of Arithmetic, the Euclidean Algorithm, the Diophantine Equations, Congruence Equations and their Applications (e.g., Fermat's Little Theorem); Multiplicative Functions (e.g., Euler's Phi Function); Application to Encryption and Decryption of Text.
Suggested Entry Criteria: Algebra II or equivalent

Project-Based Electives

The following electives are offered within the Mathematics Department. While presented as listings in the Mathematics Department, these electives do not satisfy mathematics graduation requirements.

Computer Science	**Electives** **Full-Year Courses** MA7414Z Honors Computer Science Principles (Grades 9-12) MA7415Z AP Computer Science Principles (Grades 10-12) MA7411Z AP Computer Science A (Grades 10-12) MA7419Z Computer Science Discoveries - Curr. A (Grades 9-12) **Semester Courses** MA7420Z Video Game Development - Honors (Grades 10-12) MA7425Z SUPA Cyber Security - Honors (Grades 10-12) MA7424Z Artificial Intelligence (A.I.) with Python - Honors (Grades 10-12) MA7518Z JavaScript and Web Development - Honors (Grades 10-12) ~~IN9915Z Independent Study in Computer Science (Grade 12)~~¶ ~~MA7427Z Projects in Computer Science - Honors (Grades 10-12)~~¶ ~~MA7421Z Advanced Robotics - Honors (Grades 10-12)~~¶ ~~MA7416Z~~MA7427Z Projects in Computer Science - Honors (Grades 10-12) MA7416Z Introduction to Data Science (Grades 9-12)
Computer Aided Drafting and Design (C.A.D.D.)	Students who are interested in studying Computer Aided Drafting and Design Course should register for Design, Engineering & Fabrication I. Students who have completed C.A.D.D. I, II or III may enroll in Design, Engineering & Fabrication II or III for the next level of study. These math electives are now listed along with other courses in the makerspace pathway.

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Computer Science

MA7419Z Computer Science Discoveries - Curriculum A **Grades 9, 10, 11, 12** **5 credits**
What is computer science? Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem-solving, and fun.
Suggested Entry Criteria: There are no prerequisites for this course.

MA7414Z Honors Computer Science Principles **Grades 9, 10, 11, 12** **5 credits**
Honors Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet and algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7415Z AP Computer Science Principles **Grades 10, 11, 12** **5 credits**
AP Computer Science Principles allows students to use programming, computational thinking, and data analytics to create digital artifacts and documents representing design and analysis in areas including the Internet, algorithms. Students will also explore the impact on science, business, and society. And finally, students will use computational tools and techniques, including abstraction, modeling, and simulation, to collaborate in solving problems that connect computation to their lives.
Suggested Entry Criteria: Open to students who complete Computer Science Discoveries or equivalent.

MA7410Z AP Computer Science A **Grades 10, 11, 12** **5 credits**
The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology concentrating on problem-solving and algorithm development. It is meant to be equivalent to a first-semester college-level computer science course. It also includes the study of data structures, design, and abstraction. The goals of the AP Computer Science A course are comparable to those in the introductory course for computer science majors offered in college and university computer science departments.
Suggested Entry Criteria: Successful completion of Computer Science Principles.

MA7420Z Video Game Development - Honors **Grades 10, 11, 12** **2.5 credits**
Learn to program and have fun doing it. We will use the Java programming language to develop video games and simulations. This course will feature several independent projects and is appropriate for students just starting to learn how to program and for students who already have experience and want to hone their skills on projects of their choice. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students, but the environment that we will be using is available for use at home as well.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7425Z SUPA Cyber Security - Honors **Grades 10, 11, 12** **2.5 credits**
Introduction to Information Security is intended to teach fundamental elements in information security and introduce the key areas of security challenges, countermeasures, and real-life examples. The course will focus on a comprehensive understanding of information security rather than a specific security area. Topics include security properties, vulnerabilities, cryptography, security policies, access control, authentication, firewalls, wireless security, Internet security protocols, security management, security evaluation, and case studies. Students will also have hands-on experiences in information security through customized online labs.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the essentials of computer programming. It is a college level course that is considered above AP level of difficulty.

MA7424Z Artificial Intelligence with Python - Honors **Grades 10, 11, 12** **2.5 credits**
Learn one of the computer languages voted most fun to learn and use. It's also one of the languages that many college computer science departments use in their introductory course. We will learn the basics of this scripting language, explore artificial intelligence and have time to explore other high-level concepts as driven by student projects. Students will work independently and in groups to create their projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

MA7518Z JavaScript and Web Development - Honors **Grades 10, 11, 12** **2.5 credits**
Learn to make websites come alive with interactive components. This course will focus on individual students creating interactive websites. Create your own in-browser games, simulations, and informational websites. The course will introduce the students to various computer science topics, including HTML, CSS, and JavaScript. We will develop full websites and JavaScript-enabled elements within them. Class is designed to let students combine their interests in computer science and other endeavors to create projects that expand both. Computers and online tools will be provided for all students. Still, the environment we will be using is available for use at home.
Suggested Entry Criteria: Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.

~~**MA7421Z Advanced Robotics - Honors** **Grades 10-12** **2.5 credits**¶~~
~~Build your own robots! Program them to do creative and valuable tasks! We will be using Lego EV3 kits and extending them with the Python programming language to develop advanced solutions for robotic tasks. This class goes beyond the standard Lego development environment to delve into what robots can do for us and how to get them to do it with a modern and growing computer language. This course is designed for students who have no previous programming experience to advanced students who have programmed robots and want to advance their knowledge of computer science through independent projects. Computers and online tools will be provided for all students. Still, the environment we will be using is also available for use at home.¶~~
~~**Suggested Entry Criteria:** Open to students that either complete Computer Science Principles or have experience with the basics of computer programming.¶~~
~~¶~~
~~**IN9915Z Independent Study in Computer Science** **Grade 12** **2.5 credits**¶~~
~~This course focuses on applying advanced concepts learned during the AP course to fun and exciting student-driven projects. With a broad range of potential projects from websites, apps, and games, to simulations and robotics, students will be able to pursue aspects of Computer Science that they find most interesting. The students will have the opportunity to work with other teachers and community members to help discover the needs and goals of software that can be used in the broader community.¶~~
~~**Suggested Entry Criteria:** Successful completion of AP Computer Science A.¶~~
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MA7427Z Projects in Computer Science - Honors **Grades 10, 11, 12** **2.5 credits**
Develop and implement a project of your own design! In this class, we will start by engaging with our questions about the world and technology. We will then work together as a class and in small groups to bring a tangible solution to life. We will develop projects from the ground up and engage with our community to attempt to tackle problems that matter. Students will build their skills in research, interview, teamwork, presentation, design, coding, and more. This course is designed for students with no programming experience to advanced students who want to further their computer science and project development skills through in-depth projects. Computers and online tools will be provided for all students in class.

MA7416Z Introduction to Data Science **Grades 10, 11, 12** **2.5 credits**
This introductory course introduces students to the field of data science. Students will learn how to leverage programming and statistics skills to visualize and understand data. We will also study ethics and bias in the field. Students will also get the chance to work on projects that allow them to draw insights using a data set of their choice. **Suggested Entry Criteria:** Some programming experience recommended

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- ~~Curriculum H~~Honors Grades 10, 11, 12 2.5 or 5.0 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV- ~~Curriculum H~~Honors Grades 10, 11, 12 2.5 or 5.0 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Performing Arts

The Performing Arts program at Arlington High School provides a variety of high quality music and drama courses in which students will build a foundation for life-long contribution to the cultural enlightenment of the community. Through the performing arts, students express ideas and emotions that they cannot express in language alone and develop an understanding of the historical and cultural contexts of the arts. Students are encouraged to pursue sequential studies in the performing arts in order to create, perform, and respond to art. All ~~full-year Performing Arts~~courses are offered at the Honors level and full-year classes fulfill the Fine Arts graduation requirement.

PERFORMING ARTS ~~- Full year courses~~

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~~Levels~~¶	~~Honors~~¶	~~Curriculum A~~¶	~~Heterogenous~~¶

Grade 9	PA7105Z Honors Symphonic Band PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7125Z Madrigal Singers* PA00013Z Mural Painting & Set Design PA00033Z Introduction to World Music History and Theory (Semester) PA9241Z Pep Band/Drumline - Honors PA7220Z Jazz Band* 	PA7228Z Concert Choir PA7231Z Concert Choir (biweekly) PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA00036Z Rock Band I (Semester 1) PA00037Z Rock Band II (Semester 2) 	PA1250Z Drama I - Heterogenous PA8200Z Intro to Music Technology (year-long) PA00015Z History of Music in Film I - Early (Semester 1) - Heterogenous PA00016Z History of Music in Film II - Modern (Semester 2) Heterogenous PA00019Z Live Music Engineering (Semester 1) PA00020Z Recording Engineering (Semester 2) PA00034Z Piano Studio/Applied Piano (Semester)
Grades 10, 11, 12	PA7105Z Honors Symphonic Band PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7125Z Madrigal Singers* PA00033Z Introduction to World Music History and Theory - Honors (Semester) PA9241Z Pep Band/Drumline - Honors PA7220Z Jazz Band* 	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra PA7111Z String Orchestra (biweekly/year-long) PA7223Z Chorale PA2232Z Chorale (biweekly) PA00036Z Rock Band I (Semester 1) PA00037Z Rock Band II (Semester 2) 	PA8200Z Intro to Music Technology (year-long) PA0003Z Songwriting and Production(Semester) PA0004Z Music and Sound for Film (Semester) PA0005Z Mixing and Mastering Music (Semester) PA0006Z Sound and Design Electronic Music (Semester) PA0007Z Digital Music Portfolio I (Semester) PA0008Z Digital Music Portfolio II (Semester) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester) PA4143Z Global Film Comedies: The International Convergence of Humor,

			~~Culture, and History (Semester)~~¶ ¶ ~~PA00019Z Live Music Engineering (Semester 1)~~¶ ¶ ~~PA00020Z Recording Engineering (Semester 2)~~¶ ¶ ~~PA00015Z History of Music in Film I - Early (Semester 1)~~¶ ¶ ~~PA00031Z Advanced Scene Study and Improvisation (Semester)~~¶ ¶ ~~PA00032Z Play Building and Directing (Semester)~~¶ ¶ ~~PA00034Z Piano Studio/Applied Piano (Semester)~~¶

	Instrumental	Chorus	Music Tech	Drama
Grade 9	PA7205Z Honors Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra Honors PA7111Z String Orchestra (biweekly/year-long) PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7220Z Jazz Band*	PA7228Z Concert Choir Honors PA7231Z Concert Choir (biweekly) Honors PA7125Z Madrigal Singers* Honors	PA8200Z Music Technology (year-long) PAXXXX Music Production Honors (Fall and Spring Semester) PA00036Z Rock Band (Fall Semester) PA00037Z Rock Band (Spring Semester) NEW: PAXXXXZ Multimedia Production	PAXXXXZ Drama and Improv - Honors (Fall and Spring Semester) PA00032Z PlayWriting and Directing - Honors (Fall Semester) NEW: PAXXXXZ Play Production - Honors* (either Fall and Spring Semester) PA00013Z Set Design - Honors
Grades 10, 11, 12	PA7205Z Symphonic Band PA7026Z Symphonic Band (biweekly/year-long) PA7210Z String Orchestra	PA7223Z Chorale PA2232Z Chorale (biweekly) PA7125Z Madrigal Singers*	PA8200Z Music Technology (year long) PAXXXX Music Production Honors (Fall and Spring Semester) PAXXXXZ Advance Music	NEW: PAXXXXZ Play Production* (Fall and Spring Semester) PAXXXXZ Advance Drama and Improv

	PA7111Z String Orchestra (biweekly/year-long) PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble* PA7220Z Jazz Band*		Production - Honors (Fall and Spring Semester) PAXXXXZ Multimedia Production - Honors PA0007Z Digital Music Portfolio I (Semester) PA0008Z Digital Music Portfolio II (Semester) PA00036Z Rock Band (Fall Semester) PA00037Z Rock Band (Spring Semester)	PAXXXXZ PlayWriting and Directing (Fall Semester) PA4141Z Classic American Film (Semester) PA4142Z Modern American Film (Semester) PA4143Z Global Film Comedies: The International Convergence of Humor, Culture, and History (Semester)

*Students must try out for this course. See Performing Arts Director for details

~~**PA1250Z Drama I - Curriculum A**~~ **PAXXXXZ Drama and Improv - Honors**
Grade 9 ~~**5 credits**~~¶
~~Drama 1~~ **2.5 credits**

Foundations of Drama and Improv is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction ~~will be studied during the second term~~. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Advance Drama and Improv - Honors **Grades 10, 11, 12** **2.5 credits**

This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches.

Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast. In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXXZ Playwriting and Directing - Honors **Grades 10, 11, 12** **2.5 credits**

In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential

elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Play Production (One Semester) - Honors **Grade 9, 10, 11, 12** **2.5 Credits**
Required Entry Criteria: Audition
In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre.
Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.

This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA4141Z Classic American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1915-1940s. Students will study how film reflects the major artistic and cultural developments in motion picture history of this era. Topics will include the invention of motion pictures, the establishment of a film industry and the studio system, and developments in the use of cinematic technique. Films explored will include *Modern Times*, *Citizen Kane*, and *Casablanca* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA4142Z Modern American Film **Grades 10, 11, 12** **2.5 credits**
This course is an introduction to film history covering the period 1940s-1990s. Students will study how film reflects the major artistic and cultural developments in motion picture history. Topics will include the idea of film as art, the development of a particularly American acting style. The historical and political movements that produce specific works of art will be explored. Films explored will be *Rear Window*, *On the Waterfront* and *The Graduate* (among others). In addition, each student will be required to complete an independent review of a film of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. The course is based on the belief that strong connections can be made between language arts and media, between composing and film making, between literature and narrative film, between reader and viewer response, and between literary and film criticism. This is a one Semester class that fulfills 1/2 the credits of the fine arts requirement for graduation. (Classic American Film is **NOT** a prerequisite for this course.)

PA4143Z Global Film Comedies: **Grades 10, 11, 12** **2.5 credits**
The International Convergence of Humor, Culture, and History

This course explores the universality of comedy as represented in the study of a diverse world cinema. We will delve into how comedic films reflect beliefs, values, and traditions of various global experiences. What is considered funny in Europe, Africa, and Asia reveals significant differences and embraces the common bonds we all have.

~~PA00013Z Mural Painting & Set Design - Honors~~ PAXXXXZ Set Design - Honors
Grades 9, 10, 11, 12 5 credits
Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.

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~~PA7210Z~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ String Orchestra - ~~Curriculum A~~ Honors Grades 9, 10, 11, 12 5 credits
In this course, students will develop instrumental and ensemble skills through such standards as: performing with expression and technical accuracy, exploring a large repertoire of ensemble literature representing various genres and historical periods and acquiring the knowledge of the technical vocabulary of music. Pianists may elect this course only by permission of the instructor. This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

~~PA7111Z~~PAXXXXXZ String Orchestra - ~~Curriculum A~~ Honors Grade 9
2.5 credits
(biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria: Students in grades 10-12 require pre-approval from the instructor.**

PA00035Z "Sinfonietta" An Advanced Instrumental Ensemble - ~~Curriculum H~~Honors Grades 9, 10, 11, 12 5 credits
In this honors level course, students will develop advanced instrumental and ensemble skills through such standards as: playing in a small ensemble, playing music of an advanced degree of difficulty, and being encouraged to perform *solo.* The Honors Orchestra performs music from the Baroque period to contemporary popular selections and is aligned with the Massachusetts Arts Frameworks and core concepts. **Required Entry Criteria: Audition**

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~~PA7105Z Honors~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PA7205Z Symphonic Band - Honors Grades 9, 10, 11, 12 ~~5 credits~~¶
~~PA7205Z Symphonic Band - Curriculum A~~ 5 credits
This Symphonic Band course is open to all instrumentalists. Students will explore various musical styles and historical periods by playing with expression, playing with technical accuracy, and demonstrating well-developed ensemble skills. Pianists may elect this course only by permission of instructor. Students wishing to take this course at Honors level (PA7105Z) must qualify by audition, perform a selection approved by the instructor at the end of each marking period, and study privately. This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core

Curriculum framework.

~~PA7026Z~~PAXXXXZ Symphonic Band - ~~Curriculum A~~ Honors Grade 9 2.5 credits (biweekly/year-long)
For an option for grade 9 students that meets twice a week opposite your PE course. **Required Entry Criteria: Students in grades 10-12 require pre-approval from the instructor.**

PA7220Z Jazz Band - Honors Grades 9, 10, 11, 12 2.5 credits
The Jazz Band course is open to all qualified instrumentalists. Students will explore various musical styles from early Jazz to Latin and fusion through such standards as playing with expression, playing with technical accuracy and demonstrating well-developed ensemble skills. Students will also be encouraged to improvise in different styles. All Students electing this course must be members of the Symphonic Band, String Orchestra, or Mixed Chorus. **Required Entry Criteria: Audition**

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~~**PA7228Z**~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Concert Choir - ~~Curriculum A~~Honors Grade 9 5 credits
This choir is open to anyone in grade 9. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts at the high school auditorium, Town Hall and in community events and/or festivals when able. The students will sing daily, practice these musical techniques, learn to sight read, learn foundational theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

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~~**PA7231Z**~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Concert Choir - ~~Curriculum A~~Honors (biweekly/year-long) Grade 9 2.5 credits
For an option for grade 9 students that meets twice a week opposite your PE course, please use the course.

PA7223Z Chorale - ~~Curriculum A~~Honors Grades 10, 11, 12 5 credits
This choir is open to anyone in grades 10-12 with no audition requirements. We learn healthy singing techniques, a variety of music literature and repertoire, and perform in concerts. The students sing daily to give practice to these techniques, learn to sight read, learn basic theory and perform in concerts to expand their musical experience. Attendance at all performances is a requirement of this course.

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~~**PA2232Z**~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Chorale - ~~Curriculum A~~ Honors (biweekly/year-long) Grade ~~9~~ 10, 11, 12 2.5 credits
For an option that meets twice a week opposite your PE course. **Requires pre-approval from the instructor.**

PA7125Z Madrigal Singers - Honors Grades 9, 10, 11, 12 5 credits
This is an honors class, an auditioned choir that further applies the principles and techniques learned in Chorale. ***Students in grades 10-12 accepted in Madrigal Singers are required to be enrolled in Chorale concurrently; students in grade 9 are required to enroll in Concert Choir.*** This class meets every day at 7:30am. This choir performs in many concerts and when there are choir tours available, will be given the opportunity to participate. They sing more challenging repertoire and are held to a higher standard of performance

and musicianship. Attendance at all performances is a requirement of this course. **Required Entry Criteria: Audition; concurrent enrollment in Chorale (grade 9 students); Concert Choir (grades 10-12 students)**

PA9241Z Pep Band/Drumline - Honors Grades 9, 10, 11, 12 5 credits

Pep Band Drumline is an honors level performance-based class that teaches you the skills and techniques of marching percussion, including snare drums, bass drums, tenor drums, cymbals, and keyboards. You will learn how to read music, play cadences, improvise solos, and create your own grooves. You will also develop teamwork, leadership, and communication skills as you work with your fellow drummers and the rest of the pep band. Pep Band Drumline is open to all students who have some musical background and a passion for percussion. **No audition is required, but you must be willing to commit to regular rehearsals and performances throughout the year.**

PA00031Z Advanced Scene Study and Improvisation (1 Semester) Grades 10, 11, 12 2.5 credits

In this class, students are encouraged to explore the depths of their creativity and hone their acting skills through a combination of scripted performances and improvisation. The curriculum is designed not only to nurture the technical aspects of acting but also to delve into the emotional and psychological aspects of character development.

Students engage in a variety of exercises aimed at preparing them emotionally for the roles they undertake. From intense character analysis to emotional vulnerability exercises, they learn to tap into their own experiences and emotions, cultivating a rich and authentic connection to the characters they portray. This emotional depth brings a heightened sense of realism to their performances, creating a powerful connection with the audience.

The class places a strong emphasis on acting honestly in imaginary circumstances, challenging students to step outside their comfort zones and embrace the authenticity of the characters they embody. Through improvisational exercises, students learn to think on their feet, respond instinctively, and create compelling scenes on the spot. This not only fosters a sense of spontaneity but also enhances their ability to immerse themselves in the fictional worlds they bring to life.

PA00032Z Play Building and Directing (1 Semester) Grades 10, 11, 12 2.5 credits

In Play Building and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PA00034Z Piano Studio/Applied Piano Grades 9, 10, 11, 12 2.5 credits

Explore Your Musical Passion: Personalized Piano Course for All Skill Levels. Unleash your musical potential with our dynamic and engaging piano course designed exclusively for high school students of any proficiency level – whether you're a beginner, intermediate, or advanced player. Delve into a diverse repertoire that celebrates your favorite tunes and genres. From classical compositions to contemporary hits, you'll have the opportunity to learn masterpieces that resonate with your musical taste, fostering a deeper connection to the music you cherish. Regardless of your current level, our curriculum covers a wide spectrum of techniques, theory, and musicality. Beginners will build a solid foundation in piano fundamentals, while intermediate and advanced students will refine their skills through challenging exercises and advanced repertoire. Engage in a vibrant community of fellow

~~music enthusiasts where collaboration, creativity, and support thrive. Participate and learn from peers in ensemble sessions, workshops, and performance opportunities to showcase your progress.¶~~
~~**Note:** Course content and structure may vary based on individual needs and skill levels.¶~~
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~~**PA00033Z Intro to Music History and Theory, Honors (Semester 1) Grade 9, 10, 11, 12 2.5 credits¶**~~
~~This course explores the diversity and richness of musical traditions from around the world. We will examine how these musical traditions are influenced by and influence the cultural, social, political, and historical contexts in which they are performed. We will also learn how to analyze music from different perspectives, using concepts such as pitch, rhythm, harmony, melody, form, style, genre, and instrumentation. Through listening to recordings of various musical genres and styles, we will develop our musical appreciation and critical thinking skills.The course syllabus will include weekly listening sessions that cover a range of musical genres and styles from different regions of the world, readings and exercises that provide background information and analysis skills for selected musical works or composers, and a final research project that includes a presentation inspired by a chosen theme or region. Open to students who have an interest in world music and want to learn more about its history and theory. The course is also suitable for students who want to improve their musical skills or explore new musical possibilities~~This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

Music Technology

Teaching music through technology is one of the fastest growing areas of music education. Students use technology in many aspects of their lives and this program will provide them with the tools to create music and further support our mission of creating lifelong music makers.

Music Technology reaches a broad group of students and gives them the opportunity to create, change, and form sound in new ways. Working in the lab is a perfect example of differentiated instruction: students will be able to save their assignments in an electronic portfolio that may be included later in a college application. Each Music Technology class meets the Fine Arts graduation requirement and meets all of the national standards of music. Classes are limited to 20 students. Students who elect Music Technology courses for honors level credit must complete additional coursework.

Semester courses in Music Technology can be taken in any order and each can be a focus track for Junior and Senior Digital Music Portfolio - especially helpful for those who will major or minor in music production at the college level or seek business internships. **Prerequisite:** *Intro to Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Please note that Introduction to Music Technology is a full year class, while the subsequent classes are all taught in a semesterised format.

PA8200Z ~~Introduction to~~ Music Technology - Honors Grades 9, 10, 11, 12 5 credits¶
~~- Heterogeneous~~
This course is required before a student may take any other course in music technology *(waived for students with a year or more experience in one of our performing ensemble classes)*. Students will be introduced to the study of music technology, the equipment, and ~~to the programs~~production software offered in our lab (including ~~Band-in-a-Box, Aurelia Ear Training, Sibelius Notation software, and Music Theory tools~~Soundtrap, Reaper, Maschine, Band-in-a-Box, iZotope). Instrument and equipment care will be included. Students will complete 'mini' projects in each ~~of the programs.¶~~
¶
program and work together to produce a public concert each term.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Music Production - Honors **Grades 9,** ~~**PA9004Z Music and Sound for Film - Heterogeneous Grades 10, 11, 12**~~ **2.5 credits**

~~Learn the craft and history of great music and sound in Cinema. Apply your learning in creative projects, practicing the art of film scoring, Projects focus on creating the music and soundscapes that bring films to life including environmental sounds or "Foley" and sound effects.¶~~

~~Culminating projects will be created in association with ACMI, presented for the community.¶~~

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Prerequisite: *Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*

Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Focus Areas to include:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

PAXXXXZ Advance Music Production - Honors ~~**PA0003Z Songwriting and Production - Heterogeneous Grades 10, 11, 12 2.5 credits**~~¶

~~The craft and business of songwriting as a semester course. In this course, students learn to create demos of their songs using a combination of recorded audio and synthesized/sampled textures in order to fit their needs. They use virtual instruments; learn to mix multiple audio sources; create semi-professional level mixes that incorporate groups, effects and effect chains; and more. Students create a personal workflow for composition, demo production and artist management.¶~~

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~~**PA9005Z Mixing and Mastering - Heterogeneous Grades 10, 11, 12 2.5 credits**¶~~

~~Project centered course with a focus on using digital processing to improve and restore recordings to their full potential. Learn how EQ, compression, filters and delay effects work together in music and sound production. Mix and master your own songs or the songs of others recorded in our music studio. Before/after projects in your~~

~~portfolio will demonstrate practical results of what you have learned.¶~~

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~~PA9006Z Sound Design, Synthesis and Electronic~~ Grades 10, 11, 12 2.5 credits

~~Music Programming - Heterogeneous~~¶

~~Project centered course for the electronic musician or sound designer. The course will focus on creating customized sound pallets, with various software synthesizers. Students engage in learning the fundamentals of synthesis, while using and even creating their own music "plugins".~~**Advance level of Music Production Course**
Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.
This course aligns with Massachudsettes arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework. **Prerequisite:** *Music Production*

PA9007Z Digital Music Portfolio I~~ – Heterogeneous~~ - Honors Grades 11, 12 only 2.5 credits
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

PA9008Z Digital Music Portfolio II - ~~Heterogeneous~~Honors Grade 12 only 2.5 credits
For those who might major or minor in music performance or production at the college level or seek business internships. Build your own digital music portfolios including audition tapes, and contest entries. Final portfolio is an important element in starting a musical career and suitable for college admissions, applications and interviews.

~~PA00015Z History of Music in Film I - Early (Semester 1) Grades 9, 10, 11, 12 2.5 credits~~¶
~~The course will enrich anyone's appreciation for this art form and provide an introduction to the music and sound of the film industry. The development of film music will be traced from the early Silent Film era through the advent of the "Talkies" and on to the grand Romantic scores of modern times through the 1970s and John William's first "Star Wars". In addition, each student will be required to complete an independent analysis of a film score of critical substance from the list of suggestions or of a substantive film of his/her choice subject to teacher approval. Students will be taken through the significant film developments of each decade and will view many examples of musical elements in filmmaking. Through the study of film music, students can understand the relationship of film music to history and culture. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.¶~~

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~~PA00036Z Rock Band I (Semester 1)~~ PA00036Z Rock Band (Fall Semester) - Honors Grades 9, 10, 11, 12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate classic recordings and live album performances that celebrate decade anniversaries. The whole ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

PA00037Z Rock Band ~~II (Semester 2)~~ (Spring Semester) - Honors Grades 9, 10, 11, 12 2.5 credits
Open to performers on any instruments or vocals, the Contemporary Music Ensemble will study and recreate significant classic recordings and live album performances that celebrate decade anniversaries. The whole

ensemble class may also form any number of smaller groups. In this course, students will participate in daily rehearsals working on stylistic integrity, and melodic, harmonic, and rhythmic proficiency. Learning goals include performing in class on a rotating schedule for discussion and critique and recording in our music studio. Consists of an ensemble-based historical investigation of modern music styles and performance techniques culminating in live performances each quarter within the school community. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.

~~**PA00019Z Live Music Engineering (Semester 1) Grades**~~**PAXXXXZ Multimedia Production - Honors (Fall and spring) Grade 9, 10, 11, 12 2.5 credits**

~~Using our Auditorium and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course provides an introduction to Live Event Engineering through learning the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining Dante certification levels, and developing each student's listening skills through the practice of mixing in our auditorium. Planning and executing sound support for Live Events that involve a variety of musical ensembles under diverse performance conditions; live-performance/concert recordings are the core elements of this course, culminating in a portfolio of work earning certification as a studio and live engineer for the AHS Performing Arts Center. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation.¶~~

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~~**PA00020Z Recording Engineering (Semester 2) Grades 9, 10, 11, 12 2.5 credits¶**~~

~~Using our recording studio and earning a place as a sound engineer on live events will require this course or the ability to demonstrate the knowledge it provides. This course continues the introduction to Sound Recording Engineering building a deeper understanding of the principles of sound, sound recording, connectivity, signal flow, microphone choice, and placement, attaining further Dante certification levels, and developing each student's listening skills through the practice of mixing in our studio. Planning and executing recording sessions that involve a variety of musical ensembles under diverse recording conditions; live-performance/concert recordings; multi-track recording, overdub, and remix procedures; and research in recording techniques are all part of the study culminating in a portfolio of work earning certification as a studio engineer for the AHS Recording Studio. This is a one-semester class that fulfills 1/2 the credits of the fine arts requirement for graduation~~Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging AI-generated content.

This course aligns with the 2019 media arts framework, may be taken multiple times and fulfills the fine arts graduation requirement and/or the 5 credit electives Mass Core Curriculum framework.

Wellness (Physical Education)

The program of Wellness at Arlington High School is a sequence that aligns with many components of the Health and Physical Education Frameworks of the Massachusetts Department of Education and National Standards. Content is drawn from the 7 guiding practices of these frameworks. All students are scheduled to take Health through their Wellness classes. A parent may request to have their child exempt from classes related to sexuality. Such requests shall be made in writing to the department head of wellness.

There is a 4 year Physical Education Graduation Requirement

- **Grades 9:** Students are required to take the 9th Grade Wellness Program.
- **Grades 10:** Students are required to take two different quarter electives (preferably in the same semester). Students will be limited to just 2 quarter electives in the Grade 10 year. Students are not allowed to take electives marked for Grade 11 and 12 only.
- **Grades 11 and 12:** Students are required to take two quarter electives by the time of their graduation. This may ~~entrail~~entail taking two quarter electives during ~~your~~ junior year, or one junior and one senior year. Spaces may be limited in some electives. Seniors are given preference. Grade 12 students cannot enroll in Quarter 4 electives.

For each year in attendance, students must complete a number of wellness classes as defined below. Some students may opt to complete their grade 12 requirement during their 11th year. Students are required to fulfill the graduation requirements for Wellness only for the time they are enrolled in the school. For example, a student who transfers during their junior year, is subject to the graduation requirements for Grade 11 and 12, but not for grades 9 and 10.

Wellness Absence Clarification

- There is a three (3) absence allowance for all Quarter Elective classes. If a student surpasses the 3 absence allowance they must enroll in another elective in a different quarter to earn the PE Graduation requirement credit and may require changes to their schedule in order to complete this requirement.

Levels	Courses
Grade 9	PE1610Z 9th Grade Wellness Program
Grades 10, 11, 12 Electives	PE7661Z Personal Fitness (2.5 credits) PE7705Z Team Sports (2.5 credits) PE7025Z Yoga (2.5 credits) PE7006Z Walking (2.5 credits) PE7700Z Advanced CPR & First Aid (2.5 credits) PE5655Z Adaptive Physical Education Leader (2.5 credits) PE7021Z Nutrition (2.5 credits) PE7007Z Biking (2.5 credits) PE7027Z ~~Intro to Relaxation~~ Relaxation I (2.5 credits) PE7020Z Recreational Sports (2.5 credits) PE7918Z Basic Physical Defense (for students who identify as female/non-binary) (2.5 credits) PE7919Z Basic Physical Self Defense (for students who identify as male/non-binary) (2.5 credits)

Grades 11, 12 (see below as well)	PE7662Z AM Personal Fitness (2.5 credits) PE7664Z Drugs and the Body (2.5 credits) PE7917Z Athletic Training (2.5 credits) PE7619Z Outdoor Rock Climbing (2.5 credits) PE7693Z Dance for Fitness (2.5 credits) PE7695Z Pilates (2.5 credits)
Grades 11, 12 only	PE7914Z Backpacking & Camping (Grade 11 and 12 only) (2.5 credits) PE7659Z Survival and Wilderness Camping (Grade 11 and 12 only) (2.5 credits) PE7692Z ~~Advanced Relaxation~~Relaxation II (Grade 11 and 12 only) (2.5 credits) PE7686Z Physical Education Leader (Grade 11 and 12 only, Fall Semester, 5 credits) PE7688Z Physical Education Leader (Grade 11 and 12 only, Spring Semester, 5 credits)
Grade 12 only	PE3725Z Personal PE Independent Study (All four Quarters) (2.5 credits)

PE1610Z 9th Grade Wellness Program **Grade 9** **2.5 credits**
This introductory course includes regular physical activity with a core of adventure programming and cooperative games, introduction to fitness, and lifetime and team sports. Students examine motor skill development, fitness, and personal and social competency. In Life issues, students address substance addictions, dating issues, sexuality, media influence, personal wellness, and take a CPR course.

Electives

PE3725Z Personal PE Independent Study **Grade 12 only** **2.5 credits**
Personal PE Independent Study is an independent study designed for grade 12 students who are taking a full course load and cannot fit a Physical Education Elective into their schedule. Students fulfill their PE requirement by participating in an extracurricular, supervised, physical activity. The minimal requirement is 15 hours of Physical Activity or Wellness related activity as well as other mandatory assignments that coincide with their logged physical activity. In order for students to take this elective they must demonstrate a need for the course by taking a full schedule of classes and get instructor consent.

PE7661Z Personal Fitness **Grades 10, 11, 12** **2.5 credits**
This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE77662Z AM Personal Fitness **Grades 10, 11, 12** **2.5 credits**
This course will meet from 7:30am-8:~~20am~~15am. This course offers instruction and practice in various fitness components such as cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility. Activities include strength training, aerobic training, cardiorespiratory fitness, fitness games, yoga, nutrition, injury prevention and fitness testing. Personal training and fitness plan development are offered in this course.

PE7686Z Physical Education Leader (Fall Q1 & Q2) **Grades 11, 12 only** **5 credits**
PE7688Z Physical Education Leader (Spring Q3 & Q4) **Grades 11, 12 only** **5 credits**
This course is designed for the student who has been successful in the freshman/sophomore physical education program. They have demonstrated effective leadership and cooperative skills. The student gets the opportunity to

assist in the freshman physical education class.

PE7914Z Backpacking & Camping **Grades 11, 12 only** **2.5 credits**
This is a one Quarter PE elective designed to teach students the skills needed to plan and participate in backpacking trips. Students will learn skills such as map reading, meal planning, fire lighting, and basic first aid, among others needed for successful low impact backpacking. The course will culminate with a 3 day 2 night backpacking trip that is required for successful completion of the course. Course size is limited to no more than 13 students. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7705Z Team Sports **Grades 10, 11, 12** **2.5 credits**
Students will choose and participate in team activities ranging from football, basketball, soccer, and other team sports. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7659Z Survival and Wilderness Camping **Grades 11, 12 only** **2.5 credits**
This course offers students the opportunity to experience adventure in the outdoors. Through hands-on experience, students learn wilderness survival skills such as orienteering, shelter building, fire making, water purification, and other skills to make them more comfortable and capable in a remote forested environment. These skills are put to the test when the students participate in a required four day solo winter camping experience. Course size is limited to no more than 14 students.

PE7700Z Advanced CPR & First Aid **Grades 10, 11, 12** **2.5 credits**
Through a combination of classroom lecture and hands-on practice, this course is designed to teach the basic skills necessary to competently and effectively respond to a variety of crisis situations. Students will learn how to assist individuals with various traumatic injuries and sudden medical emergencies. Through the course, students will learn the recognized skills to receive a certification in BLS CPR and First Aid.

PE7006Z Walking **Grades 10, 11,12** **2.5 credits**
This course offers students the opportunity to walk for exercise and learn various ways to map routes and to learn the benefits of walking as a lifelong fitness activity. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7025Z Yoga **Grades 10, 11, 12** **2.5 credits**
Students will learn and engage in Yoga exercises, and design their own Yoga routines.

PE5655Z Adaptive PE Leader **Grades 10, 11, 12** **2.5 credits**
This elective is designed to work closely with students with special needs. Similar to the Best Buddies Club, students in this elective will be paired up with a special needs student in the LABBB program to provide adapted physical education activities. Students that take this elective will plan a variety of physical activities that can be taught to the students in the LABBB program.

PE7021Z Nutrition **Grades 10, 11, 12** **2.5 credits**
This course is designed to focus on healthy foods and lifestyle choices. The goal is to enhance student awareness in regards to personal food choices and physical activity. Topics will include general nutrition knowledge, daily caloric needs, healthy foods and recipes, healthy weight management, creating healthy meals, etc.

PE7007Z Biking **Grades 10, 11 ,12** **2.5 credits**
This course will include topics such as bicycle safety, road bicycling safety, and bicycle maintenance. Students will learn skills such as use of proper equipment, changing a flat tire, fixing a disassembled chain, rules to the road, bicycle operation, and cycling for fitness. (Please note: the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7027Z ~~Intro to Relaxation~~ Relaxation I **Grades 10, 11, 12**
2.5 credits
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7020Z Recreational Sports **Grades 10, 11, 12** **2.5 credits**
Students in this course will participate in activities that are more individually based such as badminton, table tennis, tennis, etc. and activities that are team based but recreationally focused. (please note; the course meets during the 1st and 4th Quarter and is offered to Grade 10 and 11 only in Quarter 4).

PE7917Z Athletic Training **Grades 10, 11, 12** **2.5 credits**
This course provides high school students with a general overview of athletic training and sports medicine. It includes introductory information about the AT's scope of practice: injury prevention, treatment, rehabilitation, emergency injury management and administrative functions. This course is intended to help students gain an understanding of sports medicine, various associated disciplines and the role they play in the physically active community. This course is led by a certified and licensed Athletic Trainer.

PE7918Z Basic Physical Self Defense (Female/Non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as female or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7919Z Basic Physical Self Defense (Male/Non-binary) **Grades 10, 11,12** **2.5 credits**
This course is designed for students who would like to learn self defense and conflict reduction skills appropriate for those identifying as male or non-binary . The course has its foundations in education and awareness. The course includes lecture, discussion and self-defense techniques.

PE7664Z Drugs and the Body **Grades 10, 11, 12** **2.5 credits**
This course will dive deeper into the effects of drugs, both legal and illegal, and how they affect the body. The course will build off of the Grade 9 curriculum and offer a more in-depth look at their effects on the human body, behavior, psychology, and experience.

PE7691Z Outdoor Rock Climbing **Grades 10, 11, 12** **2.5 credits**
This course offers students the opportunity to participate in a series of high impact challenges on our outdoor challenge course. With a focus on safety, students will learn how to use modern climbing equipment to safely ascend high climbing elements, rock faces, climbing walls, and other various high challenge activities. A focus of the course will be on personal challenge as well as on safety and support of others.

PE7692Z ~~Advanced Relaxation~~ Relaxation II **Grades 11, 12 only** **2.5 credits**
This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

PE7693Z Dance for Fitness **Grades 10, 11, 12** **2.5 credits**
This course is designed to give students a fun, high-energy, alternative approach to cardiovascular fitness. This course will help students learn the basic skills of dance while improving their techniques, poise, self confidence, and creative ability. Students will engage in: proper warm ups and stretching, basic movements and steps, pattern

recognition, pattern building, combinations, and full routines. By the end of the course, students will choreograph their own dance and teach it to the class. No dance experience necessary - grades will be based on effort!

PE7695Z Pilates **Grades 10, 11, 12** **2.5 credits**
This course is designed to give students a low impact, high intensity approach through body weight exercises that concentrate on resistance training and flexibility. Students will learn how to pair their breathing with flowing movements that will improve their core strength and hip mobility. Students will engage in proper full body warm up and advance their muscular strength and endurance through basic pulses and posture combinations.

Science

The goal of the science department at AHS is to support all students in attaining content knowledge and complex reasoning skills necessary to understand the core areas of science as well as to become a scientifically informed citizen through hands-on laboratory experiences. We also strive to foster science-specific literacy in the reading, writing, and mathematics necessary for career and college readiness. Taking more than one science course during a given year (10–12) is possible with departmental approval. A four year science sequence can be generated from the table below. All science courses include laboratory experiences.

- Since our science curriculum often involves application, spiraling and cross cutting of concepts, pre/co-requisites are highlighted in the program of studies for science progression.
    - **9th grade students** (and transfer students*) must take Physical Science as a precursor to the level of science knowledge expected at the high school, but more importantly for the laboratory skills acquisition necessary for higher level coursework.
        - ~~Students take the Introductory Physics Massachusetts Comprehensive Assessment System (MCAS) science test near the end of the 9th grade. Passing a science MCAS is required to meet state and local graduation requirements.^~~ ¶
    - **10th grade students** take an Introductory Biology Course.
    - **11th and 12th grade students** are encouraged to explore areas of interest in the realm of science, and offer a variety of rigorous courses at appropriate levels. All students must take at least 3 years (15 credits) of science.
- All college bound students should plan to take both Chemistry and Physics courses. These are core sciences, along with Biology, and expected by most competitive colleges. These courses are offered at various levels. There is a significant difference between the levels in these classes and can be taken on the academic, honors, and AP levels of rigor. Some of the differences are found in the content depth, pace, common assessments, pre-requisites, amount of time they require outside of class, expectations of independence in laboratory experiences, and differences in the course text.
    - We encourage any student who has an interest in an intended area of study to visit a college website and to obtain the academic plan. They will find in all STEM related or medical science research based career choices, these core science classes are highlighted.

~~^If a student does not pass the Introductory Physics MCAS after grade 9, but has passed the Physical Science course, they will move on to Biology and then take the Biology MCAS.~~ *If there is any uncertainty regarding placement, the science curriculum director will make the final placement determination as needed.

Science Course Offerings

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~~Levels~~¶	~~Honors or AP~~¶	~~Curriculum A / Heterogenous~~¶
~~Grade 9~~¶	~~SC1105Z Physical Science-Curr. H~~¶ ~~AC032ZDesign, Engineering & Fabrication I - Honors (½ year)~~¶	~~SC1115Z Physical Science-Curr. A~~¶

	AC033Z Design, Engineering & Fabrication II - Honors (½ year)¶	
Grade 10¶	SC2106Z Biology-Curr. H¶ Science Electives* ¶ AC032Z Design, Engineering & Fabrication I - Honors (½ year)¶ AC033Z Design, Engineering & Fabrication II - Honors (½ year)¶ SC034Z Design, Engineering & Fabrication III-Honors ¶ SC035Z Design, Engineering & Fabrication IV-Honors (½ year)¶	SC2111Z Biology-Curr. A¶ Science Electives* ¶ SC4007Z AP Physics 1¶ SC4007Z AP Physics 2¶ SC7294Z Science Training and Research¶ SC7258Z Astronomy (½ year) ¶ SC7277Z Oceanography (½ year)¶ SC7298Z Geomorphology (½ year)¶ SC7288Z Physiology of Exercise & Activity (½ year)¶
Grade 11¶	SC3106Z Chemistry-Curr. H¶ SC4106Z Physics-Curr. H¶ SC4010Z AP Biology¶ SC4007Z AP Physics 1¶ SC4008Z AP Physics 2¶ Science Electives* ¶ AC032Z Design, Engineering & Fabrication I - Honors (½ year)¶ AC033Z Design, Engineering & Fabrication II - Honors (½ year)¶ SC034Z Design, Engineering & Fabrication III-Honors ¶ SC035Z Design, Engineering & Fabrication IV-Honors (½ year)¶	SC3111Z Chemistry-Curr. A¶ SC3217Z Applied and Quantitative Chemistry- Curr. A ¶ SC4116Z Physics-Curr. A¶ Science Electives* ¶ SC3252Z Anatomy and Physiology¶ SC7268Z Environmental Science¶ SC7294Z Science Training and Research ¶ SC7258Z Astronomy (½ year) ¶ SC7277Z Oceanography (½ year)¶ SC7298Z Geomorphology (½ year)¶ SC7288Z Physiology of Exercise & Activity (½ year)¶
Grade 12¶	SC3106Z Chemistry - Curr. H¶ SC4106Z Physics - Curr. H¶ SC4010Z AP Biology¶ SC4002Z AP Chemistry¶ SC4070Z AP Environmental Science¶ SC4007Z AP Physics 1¶ SC4008Z AP Physics 2¶ SC4011Z AP Physics C (Mechanics)¶ SC4012Z AP Physics C (Electricity and Magnetism)¶ Science Electives* ¶ AC032Z Design, Engineering & Fabrication I - Honors (½ year)¶ AC033Z Design, Engineering & Fabrication II - Honors (½ year)¶ SC034Z Design, Engineering & Fabrication III-Honors ¶ SC035Z Design, Engineering & Fabrication IV-Honors (½ year) ¶	SC3111Z Chemistry¶ SC3217Z Applied and Quantitative Chemistry - Curr. A¶ SC3111Z Chemistry ¶ SC4116Z Physics ¶ Science Electives* ¶ SC3252Z Anatomy and Physiology¶ SC7268Z Environmental Science¶ SC7294Z Science Training and Research ¶ SC7258Z Astronomy (½ year) ¶ SC7277Z Oceanography (½ year)¶ SC7298Z Geomorphology (½ year)¶ SC7288Z Physiology of Exercise & Activity (½ year)¶

Levels	**Honors or AP**	**Curriculum A / Heterogenous**

Grade 9 Science Course	SC1105Z Physical Science-Curr. H	SC1115Z Physical Science-Curr. A
Grade 9 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year)	
Grade 10 Science Course	SC2106Z Biology-Curr. H	SC2111Z Biology-Curr. A
Grade 10 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC4007Z AP Physics 1 SC4007Z AP Physics 2 SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)***(not offered in the 25-26 school year)** SC7286Z Meteorology* SC7295Z Entomology*	
Grade 11	SC3106Z Chemistry-Curr. H SC4106Z Physics-Curr. H SC4010Z AP Biology SC4007Z AP Physics 1 SC4008Z AP Physics 2 Science Electives	SC3111Z Chemistry-Curr. A SC3217Z Applied and Quantitative Chemistry- Curr. A SC4116Z Physics-Curr. A Science Electives
Grade 11 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)* **(not offered in the 25-26 school year)** SC7286Z Meteorology* SC7295Z Entomology*	
Grade 12	SC3106Z Chemistry - Curr. H SC4106Z Physics - Curr. H SC4010Z AP Biology SC4002Z AP Chemistry SC4070Z AP Environmental Science SC4007Z AP Physics 1 SC4008Z AP Physics 2	SC3111Z Chemistry SC3217Z Applied and Quantitative Chemistry - Curr. A SC3111Z Chemistry SC4116Z Physics Science Electives

	SC4011Z AP Physics C (Mechanics) SC4012Z AP Physics C (E&M) Science Electives	
Grade 12 Science Electives	AC032Z Design, Engineering & Fabrication I - Honors (½ year) AC033Z Design, Engineering & Fabrication II - Honors (½ year) SC034Z Design, Engineering & Fabrication III - Honors (½ year) SC035Z Design, Engineering & Fabrication IV - Honors (½ year) SC3252Z Anatomy and Physiology* SC7268Z Environmental Science* SC7294Z Science Training and Research* SC7258Z Astronomy (½ year)* SC7277Z Oceanography (½ year)* **(not offered in the 25-26 school year)** SC7298Z Geomorphology (½ year)* SC7288Z Physiology of Exercise & Activity (½ year)* **(not offered in the 25-26 school year)** SCXXXXZ Meteorology* SC7295Z Entomology*	

* Science elective courses are available as heterogeneous courses at the H or A level. Additional requirements are assigned for H level. Students declare H or A in September.

Physical Science Course Offerings

SC1105Z Physical Science - Honors **Grade 9** **5 credits**
This is an honors level course for ninth grade students with a strong interest and ability in science and mathematics. The course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem solving, laboratory investigations, and STEM projects, students will apply physical laws in order to become aware of the strong relationship between science and technology and between the process and content of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. ~~Students will be prepared to successfully complete the Introductory Physics MCAS test.~~
Suggested Entry Criteria: A- or better in eighth grade science and algebra~~, teacher recommendation.~~

SC1115Z Physical Science - Curriculum A **Grade 9** **5 credits**
This course is designed to introduce students to the relationships that exist between matter and energy. Through meaningful problem-solving and laboratory investigations, students will apply physical laws in order to become aware of the strong partnership between science and technology and between the process and product of science. Areas of concentration will include motion, forces, conservation laws, heat, electricity and magnetism, waves, and light and sound. This course includes a wide variety of laboratory demonstrations and activities. ~~Students will be prepared to successfully complete the Introductory Physics MCAS test.~~

Biology Course Offerings

SC2106Z Honors Biology - Honors **Grade 10** **5 credits**
Students in Honors Biology encounter the principles of biology through advanced readings, scientific inquiry and laboratory investigation. This course emphasizes the molecular aspects of life through the study of: biochemistry, cellular structure, function and replication, energy transfer in living systems, genetics and reproduction. The course includes significant study of evolution, scientific and technical literacy, as well as human and systemic applications. This laboratory, reading, and writing intensive course expects significant independence on the part of the student so that more class time can be devoted to in-depth discussion. Students should be willing to take responsibility for learning and appreciate their role as members of a learning community. The topics studied in Honors Biology are consistent with the Massachusetts Science and Technology Frameworks.

Suggested Entry Criteria: "B" or better in Honors level Physical Science or an "A" in A level Physical Science ~~and science teacher recommendation.~~

SC2111Z Biology - Curriculum A **Grade 10** **5 credits**
This course is in a sequence, following the successful completion of Biology. This student-centered and differentiated course emphasizes the molecular, cellular, anatomical and ecological aspects of the living world. Students gain skills in note taking and oral defense of their ideas. Special emphasis is placed on characteristics of organisms, cells, evolution of life, principles of heredity, molecular genetics, and the dynamics of ecosystems. Students complete approximately twenty laboratory exercises, some of which require formal lab reports. Reading and writing assignments include articles from science magazines.

Chemistry Course Offerings

SC3106Z Honors Chemistry - Honors **Grades 11, 12** **5 credits**
This course is designed for students with a strong interest in science and who demonstrate a high level of mathematical competency. The course covers, in detail, a broad range of topics and is thus geared toward the highly motivated student who can manage the pace and academic rigor of the course. Honors Chemistry is a laboratory and writing intensive course. Students who take this course will need to study several other topics to be completely prepared for the SAT II subject test in chemistry.
Suggested Entry Criteria: Completed Algebra 2

SC3111Z Chemistry - Curriculum A **Grades 11, 12** **5 credits**
This chemistry course offers students a rigorous course in modern chemistry, but at a more moderate pace than Honors Chemistry. Students in this course will have more time to review concepts, including mathematical calculations, than Honors Level Chemistry students. The course is laboratory intensive with emphasis on qualitative and quantitative experiments. Topics covered will conform to the Massachusetts State Frameworks for Chemistry and will prepare students for undergraduate General Chemistry.

SC3217Z Applied and Qualitative Chemistry - Curriculum A **Grades 11, 12** **5 credits**
The Applied and Qualitative Chemistry program is designed to be a hands-on inquiry-based exploration of chemistry. It is designed to develop problem-solving and critical-thinking skills related to chemistry, apply chemistry knowledge to decision-making about scientific issues, and recognize the importance of chemistry in daily life. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of chemistry uses multiple pathways of scientific reasoning with specific emphasis on written and oral communication as well as logical reasoning to explore atomic and molecular structure, chemical bonds, conservation of matter, reaction rates, organic chemistry, acid-base chemistry and biochemistry. Students will be expected to relate and use learned concepts in class through lab experiences, projects, tests, and common applications.

Physics Course Offerings

SC4116Z Physics* **Grade 11, 12** **5 credits**
This physics course is for highly motivated students with strong scientific interest and mathematical ability. Students should be able to handle abstract ideas both conceptually and quantitatively, including their application to new situations. The major topics include force and motion, vectors and projectiles, energy and momentum, electricity and magnetism, and waves and light.
Suggested Entry Criteria: Algebra 2 (may be taken concurrently). **Students have the option of earning Honors Credit through more challenging research and project work.*

Advanced Placement Courses

The following courses are designed to offer an introductory college science experience and meet the

requirements of the College Board. These courses are offered as the student's second high school exposure to the content, not as a preliminary course in the subject. The College Board has approved the curriculum and textbooks for these courses. *AP students are required to take the College Board's National Advanced Placement examination in May.*

SC4010Z Biology AP **Grades 11, 12** **5 credits**
This course is in a sequence, following the successful completion of Biology. The Advanced Placement Biology Course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their freshman year. It provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. As suggested by the College Board in its Advanced Placement Course Description, the course is divided into three major topic areas: 1) molecules and cells, 2) genetics and evolution, and 3) organisms and populations. Laboratory experiences comprise approximately 40% of the grade, and students are involved in original research during the year. In addition to reading from a college text, students will be required to read articles from outside sources including scientific journals. ¶
Suggested Entry Criteria: B or better in Honors Biology or A- or better in Biology, *Successful completion of chemistry is highly recommended*~~;~~ ~~teacher recommendation~~.

SC4002Z Chemistry AP **Grade 12** **5 credits**
This course is in a sequence, following the successful completion of Chemistry. Advanced Placement Chemistry is designed to be the equivalent of a college introductory chemistry course usually taken by science majors during their freshman year. Students utilize a college textbook and the course moves at a brisk pace. The topics covered are those suggested by the College Board. Laboratory experiments with formal lab reports are a significant portion of the class and are reflected as such in the course grade. ¶
Suggested Entry Criteria: "B" or better in Honors Chemistry or "A" in Chemistry; *Successful completion of* ~~*Pre-calculus*~~*Precalculus is highly recommended*~~;~~ ~~teacher recommendation~~.

SC4007Z AP Physics 1 **Grades 10, 11, 12** **5 credits**
This course is in a sequence, following the successful completion of introductory physical science. This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 1 curriculum. This involves Newtonian mechanics (including angular and rotational), work, energy, power, and momentum. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum. There will be an integrated lab component to the course and STEM projects will be assigned both semesters.¶
Suggested Entry Criteria: Algebra 2; *must be comfortable with trig and manipulating equations.*

SC4008Z AP Physics 2 **Grades 10, 11, 12** **5 credits**
This course is designed to be the equivalent of an algebra-based course in introductory college physics. The content of the course corresponds to the requirements of the College Board Advanced Placement Physics 2 curriculum. This involves fluids, thermodynamics, electricity & electromagnetism, optics, and atomic physics. The pace of the course is demanding in terms of both content and problem-solving. Students entering this class should be highly motivated in science and willing to apply themselves to studying an advanced curriculum: previous high-level coursework in Kinematics, Newtonian Mechanics, Mechanical Waves and basic Electricity is assumed. There will be an integrated lab component to the course and long-term STEM projects will be assigned both semesters.¶
Suggested Entry Criteria: B or better in previous AP Physics 1 class or Physics class, and Algebra 2

SC4011Z AP Physics C (Mechanics) **Grades 11, 12** **2.5 credits**
AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to 45 topics outlined by the College Board for the AP

Physics C: Mechanics exam. Topics included are kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems.

MUST ALSO BE ENROLLED IN AP PHYSICS C ELECTRICITY AND MAGNETISM

Corequisite: ~~***Successful completion of Calculus is necessary. Teacher and Science Director approval is required.***~~ ***Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.***

SC4012Z AP Physics C (Electricity and Magnetism) **Grades 11, 12** **2.5 credits**

AP Physics C is a laboratory science course that offers a conceptual and rigorous mathematical approach to physics, and an advanced understanding of high school math is assumed. This course forms the first part of a college sequence serving as the foundation in physics for students majoring in the physical sciences or engineering. Differential and integral calculus are applied to topics outlined by the College Board for the AP Physics C: Electricity and Magnetism exam. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.

MUST ALSO BE ENROLLED IN AP PHYSICS C MECHANICS

Corequisite: ~~***Successful completion of Calculus is necessary. Teacher and Science Director approval is required.***~~ ***Students who have not completed calculus are required to meet with the science director to develop a plan for acquiring the necessary calculus skills prior to taking the course.***

SC4070Z Environmental Science AP **Grades 11, 12** **5 credits**

AP Environmental Science is designed to explore and investigate the relationships of the natural world, identify and analyze environmental problems, both natural and human made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving and/or preventing them. The course follows the curriculum suggested by the College Board. A strong hands-on component with lab and field studies will be integrated.¶

Suggested Entry Criteria: Completion of biology, completed or concurrent chemistry~~, previous science teacher recommendation~~.

Full Science Elective Course Offerings

SC3252Z Anatomy and Physiology **Grades 11, 12** **5 credits**

This course will concentrate on areas of anatomy and physiology not generally covered in depth in a first year biology course. It will provide a balanced and integrated introduction to the human body suitable for students with varying needs and interests but especially for those interested in allied health fields, pre-nursing, and pre-medical education. Students complete projects, research papers, anatomical dissections, and other laboratory exercises that reinforce the basic principles of physiology and anatomy. ↵

Suggested Entry Criteria: B- or better in Biology ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7268Z Environmental Science **Grades 11, 12** **5 credits**

Environmental science focuses on the study of how human activity affects habitats and the relationships among organisms and the natural world. The course will include the detailed study of the principles of ecology, including several hands-on investigations and research projects and papers. Students will investigate the earth's natural resources, including biodiversity, soil, land, air, water, and energy, with the goal of understanding the delicate balance of life on earth. Problems such as pollution, overpopulation, and extinction are studied in a global context, and students investigate a wide range of solutions based on the in-depth study of environmental science. The principles of chemistry and physics are integrated into the course, as they relate to environmental science.¶

Suggested Entry Criteria: B- or better in Biology. ** Students have the option of earning Honors Credit through more challenging research and project work.*

SC7294Z Science Training and Research **Grades 10, 11, 12**
5 credits

All students begin their first year working to build a critical mass of understanding of an area of research related to: physical science, life science, computer science, mathematics, or social science. Initially, students are taught the process of online bibliographic research and are able to access many professional scientific databases. Students use library and Internet research tools to identify specific subjects currently being studied within their chosen area of interest. Students find and study several scientific journal articles then present the information from some of their articles to the class. Once an extensive amount of background material is acquired and a strong sense of understanding is gained, students make contact with research scientists within their field of interest. Often these are the local authors of the articles they have read. At this time, the students ask the scientists to serve as mentors, assisting in carrying out a research project in the area of interest over the upcoming summers and following school years, or to help find appropriate scientists to do so. During the summer following the first year of the course, students participate in research that they design and conduct under the supervision of their mentors. Most often this occurs at the lab where the mentors do their research.

Due to the extensive amount of time many of the research projects demand, and the continuity required, **the majority of the research takes place over the next two summers** (leading into Junior and Senior years) with some work being done to maintain the project during the Junior year of school. Students therefore **must** schedule their summers appropriately. Extensive summer jobs or multi-week vacations (unless related to the research project) have often been the reason students may not take the course. As Juniors and Seniors students actively continue working on their project as well as write a research paper documenting their work and enter all possible science competitions to present their research.

½ year Science Elective Courses

SC7258Z Astronomy **Grades 10, 11, 12** **2.5 credits**

This half-year course provides a comprehensive introduction to astronomy, from the history of this early science to cutting-edge theories about the universe and its origin. Students will examine the Earth's place in space and the relationships among the Earth, Moon, and Sun. Our solar-system survey will encompass the planets, their moons, asteroids, comets, and the microscopic particles that give rise to the northern lights. The course will then take us step by step into the universe beyond the solar system: stars, galaxies, and the cosmos as a whole. Basic chemistry and physics are integrated into the course, as are high-school-level algebra and basic geometry. Students will also explore the concepts of space travel and rocketry by designing, building, and testing their own spacecrafts in Kerbal Space Program. * *Students have the option of earning Honors Credit through more challenging exercises, tests, and lab work.*

SC7277Z Oceanography **Grades 10, 11, 12** **2.5 credits**

This half-year course, offered each semester, provides an introduction to oceanography, including the origin of the Earth and its oceans, the geography and geology of ocean basins, and plate tectonics. Students examine the chemistry of ocean water, marine sediments, and saltwater organisms and their unique adaptations. Waves and tides provide examples of the physical science supporting oceanography. Marine habitats are studied as examples of ecosystems impacted by the ocean environment. The course includes term research projects and one or more field trips. Basic principles of chemistry and physics are integrated into the course, as they relate to the study of Oceanography. * *Students have the option of earning Honors Credit through more challenging research and project work.*

~~**SC7286Z Weather and Climate**~~ ***(Not offered 2025-2026 school year)***

SCXXXXZ Meteorology **Grades 10, 11, 12** **2.5 credits**

With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. ** Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.* ~~***(Not offered 2024-2025 school year)***~~

SC7298Z Geomorphology **Grades 10, 11, 12** **2.5 credits**
The Earth's surface is sculpted by tectonic plates, gravity, the movement of water and glaciers, air patterns, and other surficial processes. The topography of the land in turn affects the flow of matter and energy and how humans and other organisms are able to interact with it. In this course, students will explore the surface processes that have and continue to carve Earth into its current form, spend time outside observing examples of landmasses, construct a geologic history of the Greater Boston region, and build 3-dimensional models to test and represent their understanding. **Students have the option of earning Honors Credit through more challenging research and project work.*

SC7288Z Physiology of Exercise & Activity **Grades 10, 11, 12** **2.5 credits**
This course examines the physiological effects of exercise and activity with an emphasis on humans. Major topics include energy use & nutrition, the muscular, cardiovascular, and respiratory adaptations across the age span and special environments (high and low altitude, heat and cold). **Prerequisite: Must be currently enrolled or have completed Biology.** ** Students have the option of earning Honors Credit through more extensive assignments, tests, and projects.* ***(Not offered 2025-2026 school year)***

SC7295Z Entomology **Grades 10, 11, 12** **2.5 credits**
This course is designed as an introduction to insects and their allies. Morphology, anatomical adaptations, classification, identification, ecology, and social applications will be discussed throughout the course. Laboratory activities will include identification investigations, observing live specimens, preparing specimens, and dissection. An endangered insect species from the IUCN Red List of your choice will be researched and a proposal for conservation will be presented. ~~***(Not offered 2024-2025 school year)***~~

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

AC034Z Design, Engineering & Fabrication III- Curriculum H Grades 10, 11, 12 2.5 or ~~5.0~~5 credits

In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD I, Design, Engineering & Fabrication II, Architecture II or portfolio review and permission of Visual Arts Director

AC035Z Design, Engineering & Fabrication IV - Curriculum HGrades 10, 11, 12 2.5 or ~~5.0~~5 credits

D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** Design, Engineering & Fabrication III, or completion of CADD III or IV or portfolio review and permission of Visual Arts Director.

Visual Arts

The Visual Arts program is designed to equip students with the technical skills and habits of mind they need to:

- design and fulfill their own unique creative vision
- connect with their community and advance social justice through the arts
- participate confidently in the 21st century's thriving Creative Economy.

We offer ~~26~~39 courses that span a wide variety of traditional and digital media, two and three-dimensional art forms, and industrial arts. All courses are Honors level (with one AP offering), and satisfy the Fine Arts graduation requirement (either two one-semester or one year-long class). Please note that while there are ~~eleven~~15 classes open to all levels, the rest have specific prerequisites. In order to skip a prerequisite students must complete a portfolio review and receive permission from the Director of Visual Arts. .

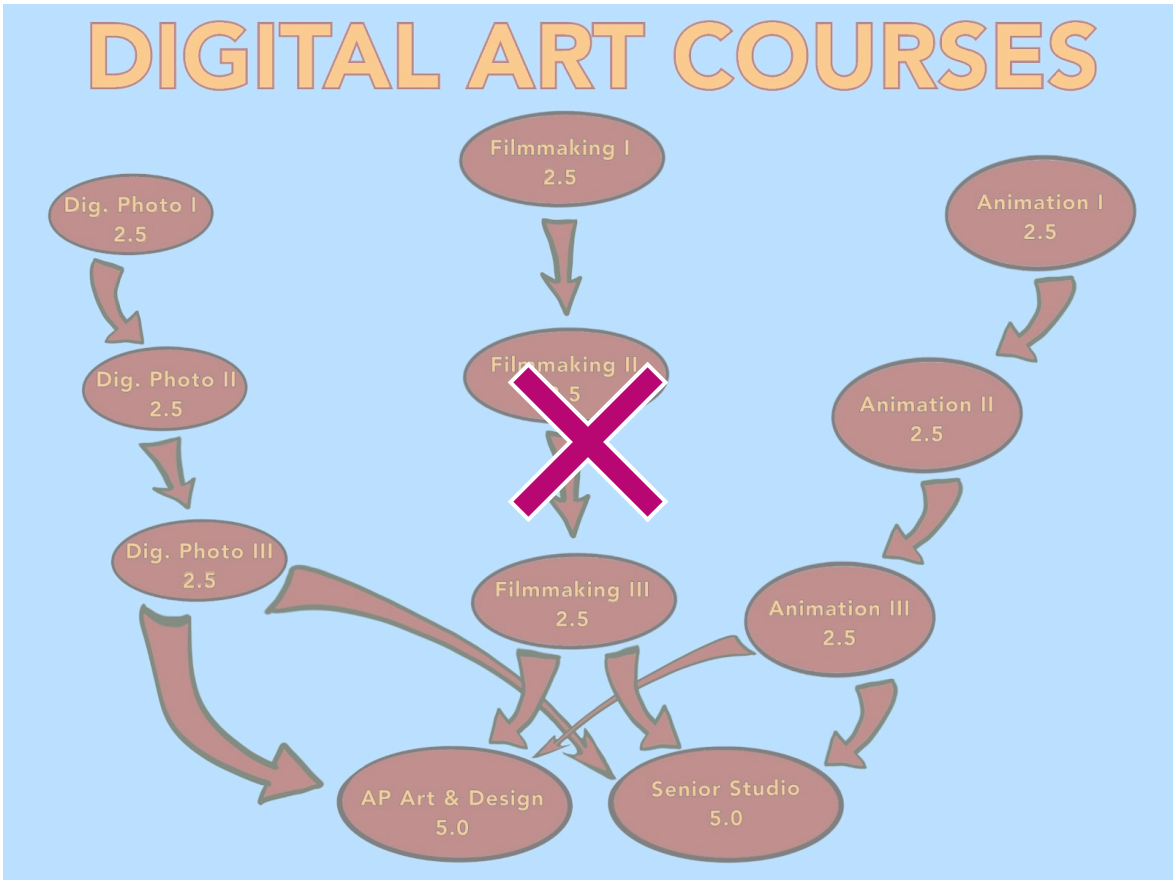
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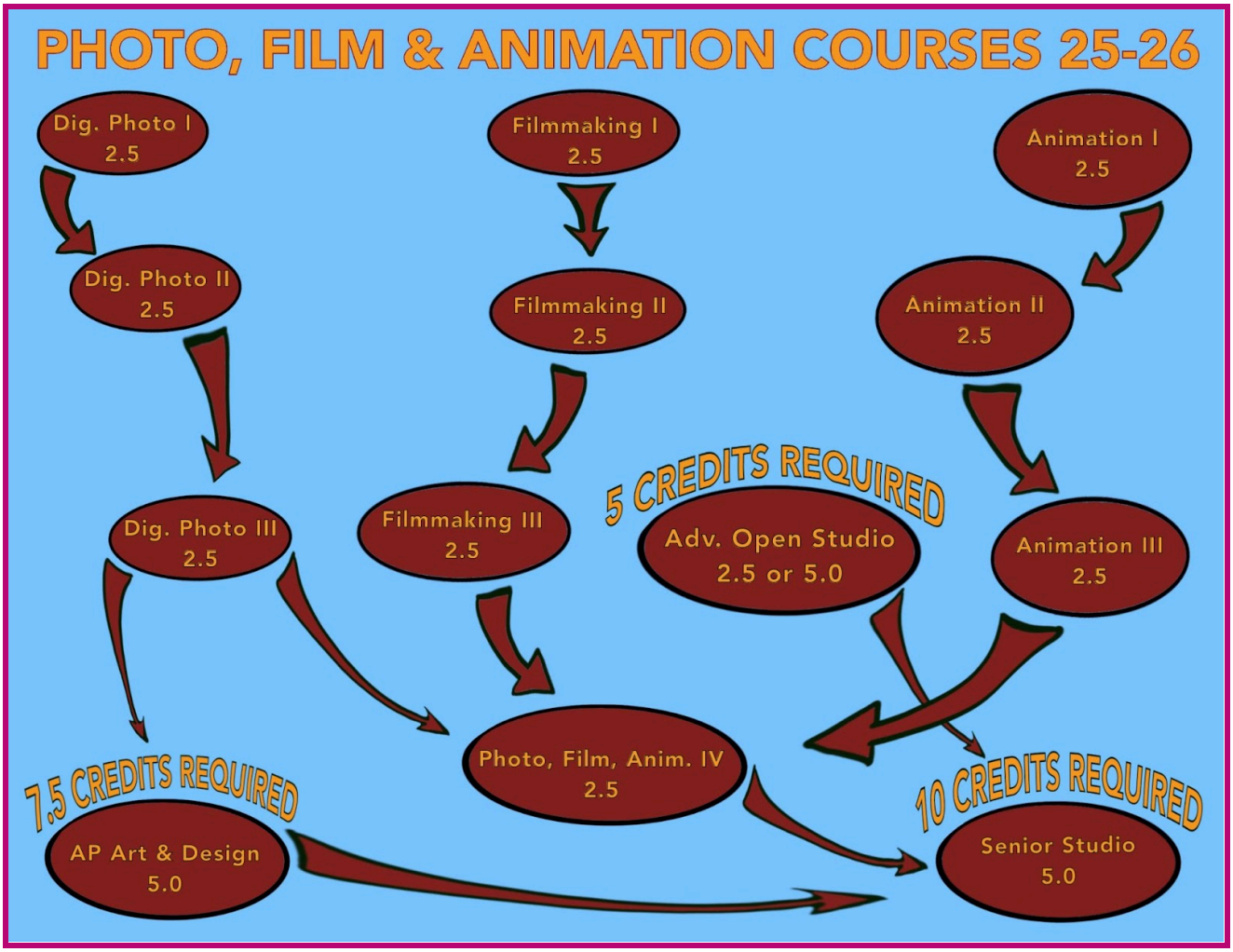
~~Levels~~¶	~~Courses (Honors)~~¶
~~Level I~~¶ ~~1 Sem/2.5~~¶ ~~Grades 9-12~~¶	~~AC0001Z Animation I~~¶ ~~AC3600Z Ceramics I~~¶ ~~AC032Z Design, Engineering & Fabrication I~~¶ ~~AC003Z Digital Photography I~~¶ ~~AC009Z Drawing and Painting I~~¶ ~~AC006Z Filmmaking I~~¶ ~~AC029Z Architecture I~~¶ ~~AC011C MetalWorking & Jewelry Making I~~¶ ~~AC7832Z Mixed Media I~~¶ ~~AC0013Z Mural Painting & Set Design~~¶ ~~AC014Z Studio Art (year-long, 5 credits)~~¶ ~~AC3602Z Woodworking I~~¶
~~Level II~~¶ ~~1 Sem/2.5~~¶ ~~Grades 9-12~~¶	~~AC002Z Animation II~~¶ ~~AC3603Z Ceramics II~~¶ ~~AC033Z Design, Engineering & Fabrication II~~¶ ~~AC004Z Digital Photography II~~¶ ~~AC019Z Drawing & Painting II~~¶ ~~AC007Z Filmmaking II~~¶

	~~AC020Z MetalWorking & Jewelry Making II ¶~~ ~~AC021Z Mixed Media II¶~~ ~~AC3613Z Woodworking II¶~~ ~~AC031Z Architecture II¶~~
~~Level III¶~~ **~~1 Sem/2.5¶~~** **~~Grades 10-12¶~~**	~~AC028Z Animation III¶~~ ~~AC023Z Ceramics III¶~~ ~~AC005Z Digital Photography III¶~~ ~~AC024Z Woodworking III¶~~ ~~AC025Z MetalWorking & Jewelry Making III ¶~~ ~~AC030Z Filmmaking III¶~~ ~~AC034Z Design, Engineering & Fabrication III¶~~
~~Level IVa¶~~ **~~Grades 10-12¶~~** **~~1 Sem/2.5¶~~**	~~AC026Z Ceramics IV ¶~~ ~~AC035Z Design, Engineering & Fabrication IV¶~~
~~Level IVb¶~~ **~~Grades 11-12¶~~**	~~AC3105Z Portfolio Preparation (year-long, 5 credits)¶~~
~~Level V¶~~ **~~Year/5.0¶~~** **~~Grades 11-12¶~~**	~~AC027Z Senior Studio¶~~ ~~AC4002Z Advanced Placement Art & Design¶~~

Levels	Courses (Honors)
Level I **1 Sem/2.5** **Grades 9-12**	AC0001Z Animation I AC3600Z Ceramics I AC032Z Design, Engineering & Fabrication I AC003Z Digital Photography I ACXXXXZ Drawing I ACXXXXZ Painting I AC006Z Filmmaking I AC029Z Architecture I AC011C Metalworking & Jewelry Making I ACXXXXZ Mixed Media AC3602Z Woodworking I ACXXXXZ Fiber Arts ACXXXXZ Digital Art
Level IA **Year/5.0** **Grades 9-12**	AC014Z Studio Art ACXXXXZ Set Design
Level II **1 Sem/2.5** **Grades 9-12**	AC002Z Animation II AC3603Z Ceramics II AC033Z Design, Engineering & Fabrication II AC004Z Digital Photography II

	AC019Z Drawing & Painting II AC007Z Filmmaking II AC020Z Metalworking & Jewelry Making II AC3613Z Woodworking II AC031Z Architecture II
Level III 1 Sem/2.5 Grades 10-12	AC028Z Animation III AC023Z Ceramics III AC005Z Digital Photography III AC024Z Woodworking III AC025Z Metalworking & Jewelry Making III AC030Z Filmmaking III AC034Z Design, Engineering & Fabrication III
Level IIIA 1 Sem/2.5 or Year/5.0 Grades 10-12	ACXXXXZ Advanced Open Studios
Level IV 1 Sem/2.5 Grades 10-12	AC026Z Ceramics IV AC035Z Design, Engineering & Fabrication IV ACXXXXZ Animation IV ACXXXXZ Digital Photography IV ACXXXXZ Filmmaking IV
Level IVb Year/5.0 Grades 11-12	AC4002Z Advanced Placement Art & Design
Level V Year/5.0 Grade 12	AC027Z Senior Studio


DIGITAL ART COURSES
Filmmaking I
2.5
Dig. Photo I
2.5
Animation I
2.5
Dig. Photo II
2.5
Filmmaking II
2.5
Animation II
2.5
Dig. Photo III
2.5
Filmmaking III
2.5
Animation III
2.5
AP Art & Design
5.0
Senior Studio
5.0



AC001Z Animation I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to traditional and digital animation methods. Students will learn a variety of techniques including stop motion, claymation, hand-drawn, cut-paper, and various digital methods. Students will study the history of animation and contemporary masters, and learn filmmaking basics. Projects will be done both collaboratively and individually, culminating in each student producing their own animated short. Critiques, digital portfolio creation and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None¶

AC002Z Animation II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Animation II students will explore more advanced techniques and begin to develop their own creative vision as an animator. Students will continue to work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Together we will work towards the completion of longer animations that are more complex both in terms of technique and content. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation I

AC028Z Animation III - Honors **Grades 10, 11, 12**
2.5 credits
In Animation III students will continue to develop their own creative vision as an animator and complete one or more short animated film projects using media of their choice (traditional and/or digital). Students will continue to

work both individually and collaboratively, but both the content and methods used will be increasingly up to students to decide. Critiques, digital portfolio creation and presentation will be essential elements of the class. **Prerequisites:** Animation II

ACXXXXZ Animation IV - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

AC003Z Digital Photography I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course is an introduction to the digital camera as an art-making tool, with a focus on expressive, and compositional skills. This course will also explore the history of photography, and push them to investigate their own identity and culture through the photographic lens. In addition students will develop their skills in the use of AdobeLightroom, and learn about digital cameras, lenses and studio lights. . Smartphone photography will also be infused in the curriculum. Students will present their work in small group critiques and in exhibitions. Digital cameras will be loaned to students who do not possess their own. **Prerequisites: None**

AC004Z Digital Photography II - Honors **Grades 9, 10,11, 12** **2.5 credits**
This course allows students to further refine their skills in advanced digital imaging techniques, and to create compelling, well-composed images for commercial and fine art applications. Students will go deeper in exploring their personal interest in photography and advance their technical skills, using light, composition, camera settings, and digital editing software (Adobe Photoshop and Lightroom). Students may also shoot, develop and scan film. Students will study photographers from a wide variety of time periods, cultures and contexts. Activities may include a field trip or guest speaker. Students will create a portfolio website and make large format prints for exhibition. **Prerequisites:** Digital Photography I

AC005Z Digital Photography III - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' development as a highly expressive digital photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. **Prerequisites:** Digital Photography II

ACXXXXZ Digital Photography IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

AC006Z Filmmaking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to the art of filmmaking. Students will study both the creative and technical aspects of this media and learn about historical and contemporary methods from around the world. Camera, audio, and digital media production will be emphasized through projects using Mirrorless cameras and Smartphones. Film editing will be done with Adobe Rush and Premiere Pro. Students will present their work in class critiques, as well as have an opportunity to screen their best work in the school's annual film and animation festival. **Prerequisites: None**

AC007Z Filmmaking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**

Building upon the foundations provided in Filmmaking I, students will complete challenging exercises to hone their skills as well as write, produce, direct and edit short films. The language of cinema, aesthetic decisions, and personal judgment will be emphasized. Documentary, narrative, and comedic content works will be shot with advanced camera equipment, lights and microphones, and edited with Adobe Premiere Pro and AftereffectsVisiting Filmmakers will share their work with the class and introduce students to careers in cinema and multimedia production. By the end of this course students will have begun to develop and refine their own personal aesthetic. Students will present their work in class, as well as have an opportunity to show their best work in the school's annual film and animation festival, which they will help organize.

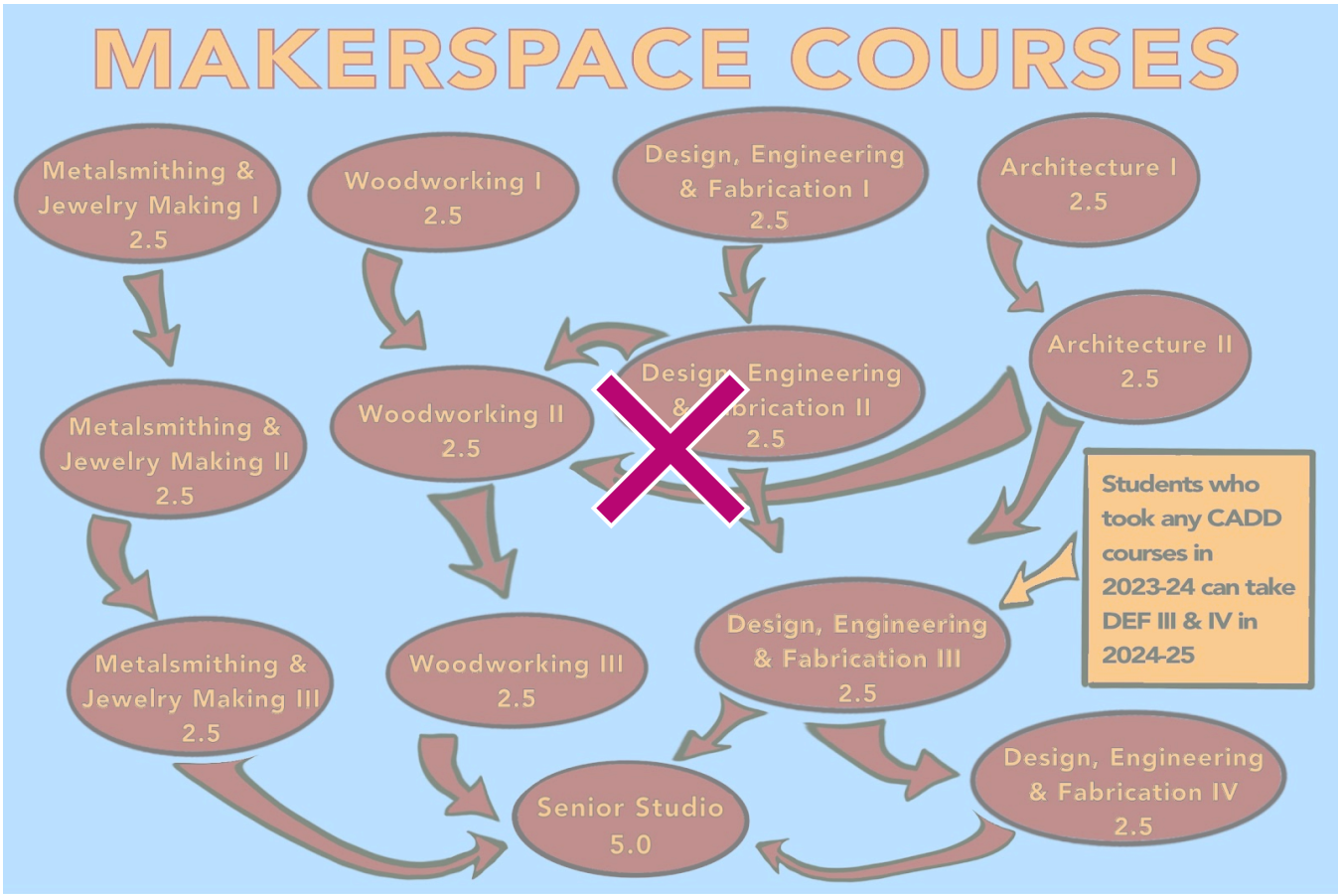
Prerequisites: Filmmaking I

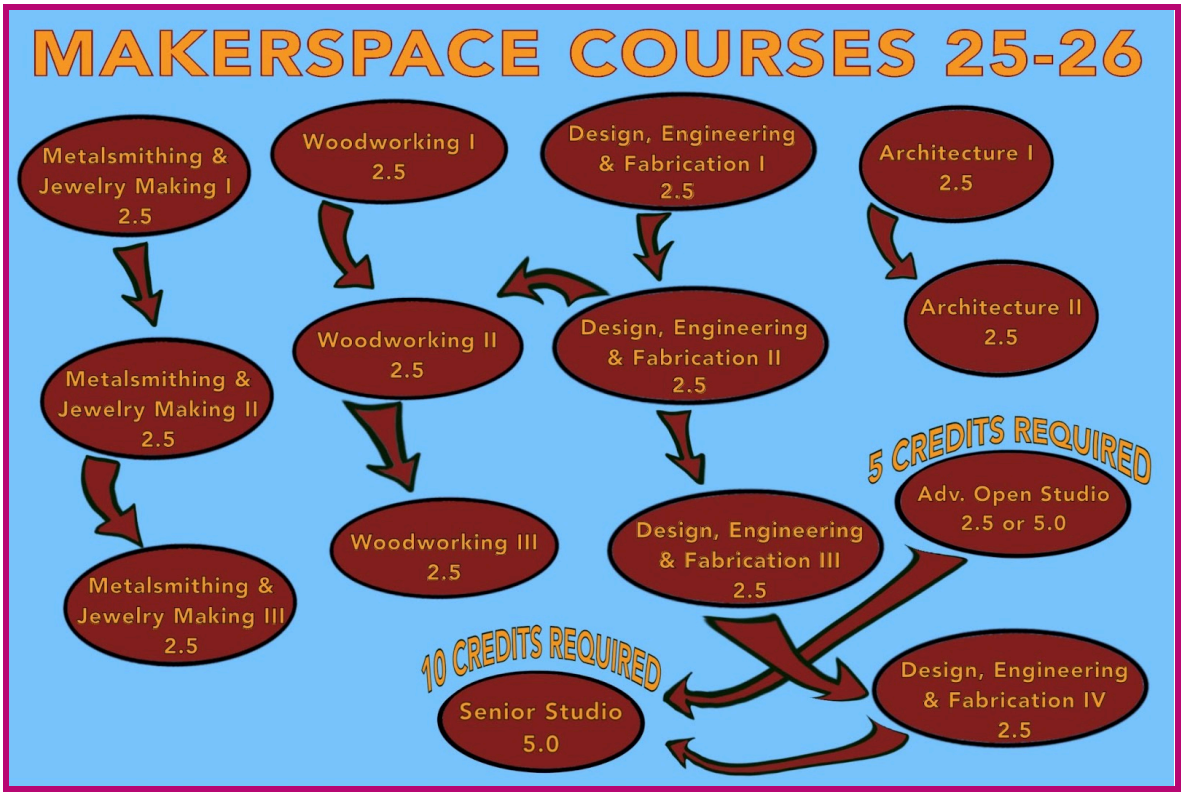
AC030Z Filmmaking III - Honors **Grades 10, 11, 12** **2.5 credits**

Students will produce one or more complete short films in one semester. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. **Prerequisites:** Filmmaking II

ACXXXXZ Filmmaking IV - Honors **Grades 10, 11, 12** **2.5 credits**

Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking


MAKERSPACE COURSES
Metalsmithing & Jewelry Making I 2.5
Woodworking I 2.5
Design, Engineering & Fabrication I 2.5
Architecture I 2.5
Metalsmithing & Jewelry Making II 2.5
Woodworking II 2.5
Design, Engineering & Fabrication II 2.5
Architecture II 2.5
Students who took any CADD courses in 2023-24 can take DEF III & IV in 2024-25
Metalsmithing & Jewelry Making III 2.5
Woodworking III 2.5
Design, Engineering & Fabrication III 2.5
Design, Engineering & Fabrication IV 2.5
Senior Studio 5.0


MAKERSPACE COURSES 25-26
Metalsmithing & Jewelry Making I 2.5
Woodworking I 2.5
Design, Engineering & Fabrication I 2.5
Architecture I 2.5
Metalsmithing & Jewelry Making II 2.5
Woodworking II 2.5
Design, Engineering & Fabrication II 2.5
Architecture II 2.5
5 CREDITS REQUIRED
Adv. Open Studio 2.5 or 5.0
Metalsmithing & Jewelry Making III 2.5
Woodworking III 2.5
Design, Engineering & Fabrication III 2.5
10 CREDITS REQUIRED
Senior Studio 5.0
Design, Engineering & Fabrication IV 2.5

AC029Z Architecture I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
IArchitecture I is a semester-long course that takes place in the Makerspace Lab and Woodshop. Students will be introduced to various styles and movements in architecture. They will then create original designs and models using a combination of CADD (Computer Aided Drafting and Design) software tools, digital fabrication methods (3D printing and laser cutters), as well as traditional tools and materials. Students will also be introduced to various styles and movements in architectural history. **Prerequisites:** None

AC031Z Architecture II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In Architecture II students will expand their technical skills and deepen their knowledge base. Students will advance from basic into more complex CADD software design methods, and begin to draft and create architectural models (both digitally and materially) that realize their own unique creative vision. The class will also continue to study architectural history, become familiar with a wide array of possible building materials, as well as green and net-zero building codes. **Prerequisites:** Architecture I

AC015Z Woodworking I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Woodworking I cultivates student's skills related to designing and fabricating small and medium sized wooden structures. These include boxes, cutting boards and furniture.We will use hand and power tools and work in an increasingly independent manner (once they have demonstrated that they can do so safely and confidently). Projects will be presented in a way that encourages problem solving and allows for students to design and build objects that are useful and of interest to the individual. Each finished project will be graded using a rubric that takes into account the student's understanding, effort, and execution. **Prerequisites:** None

AC022Z Woodworking II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Woodworking II further develops student's skills related to designing and fabricating larger, more complex wooden structures. Concepts related to housing construction will be introduced and individuals will design and build a scale model of a framed house. The class will also work collaboratively to build a full size shed. Students will also have the opportunity to complete projects of their own design. **Prerequisites:** Woodworking I or Design Engineering & Fabrication II

AC024Z Woodworking III - Honors **Grades 10, 11, 12** **2.5 credits**
Woodworking Three is an independent study that allows students to design and fabricate long term independent projects. In addition to creating their own original designs, students will also have opportunities to engage in building projects around the school that contribute to the community. Students can apply to participate in Woodworking III during any period of the school day. **Prerequisites:** Woodworking II

AC032Z Design, Engineering & Fabrication I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This class uses the full suite of AHS Makerspace resources to introduce students to the habits of mind and technical skills they will need to engage in engineering based problem solving, design and fabrication. Students will learn the basics of Computer Aided Drafting and Design (CADD) using software such as AutoCAD, Fusion 360, and SolidWorks. There will also be in depth instruction in woodworking, steel fabrication, and construction methods using 3D printers, laser cutters, and CNC machines. Principles of engineering will be embedded in hands-on design challenges and project work. ~~*This course can be taken for either Science or Visual Arts credit.*~~ **Prerequisites:** None

AC033Z Design, Engineering & Fabrication II - Honors **Grades 10, 11, 12** **2.5 credits**
This course builds on the skills and habits of mind learned in Design, Engineering and Fabrication I. Students will deepen their technical knowledge in woodworking, steel fabrication, and "clean room" fabrication (3D printers, laser cutters, and CNC machines), as well as CADD softwares (AutoCAD, Fusion 360, and SolidWorks, Blender, etc.). At the same time students will be given ample space and support to work independently and in collaboration with peers to develop and fulfill their own unique creative vision. *This course can be taken for either Science or Visual Arts credit.* **Prerequisites:** Design, Engineering & Fabrication I

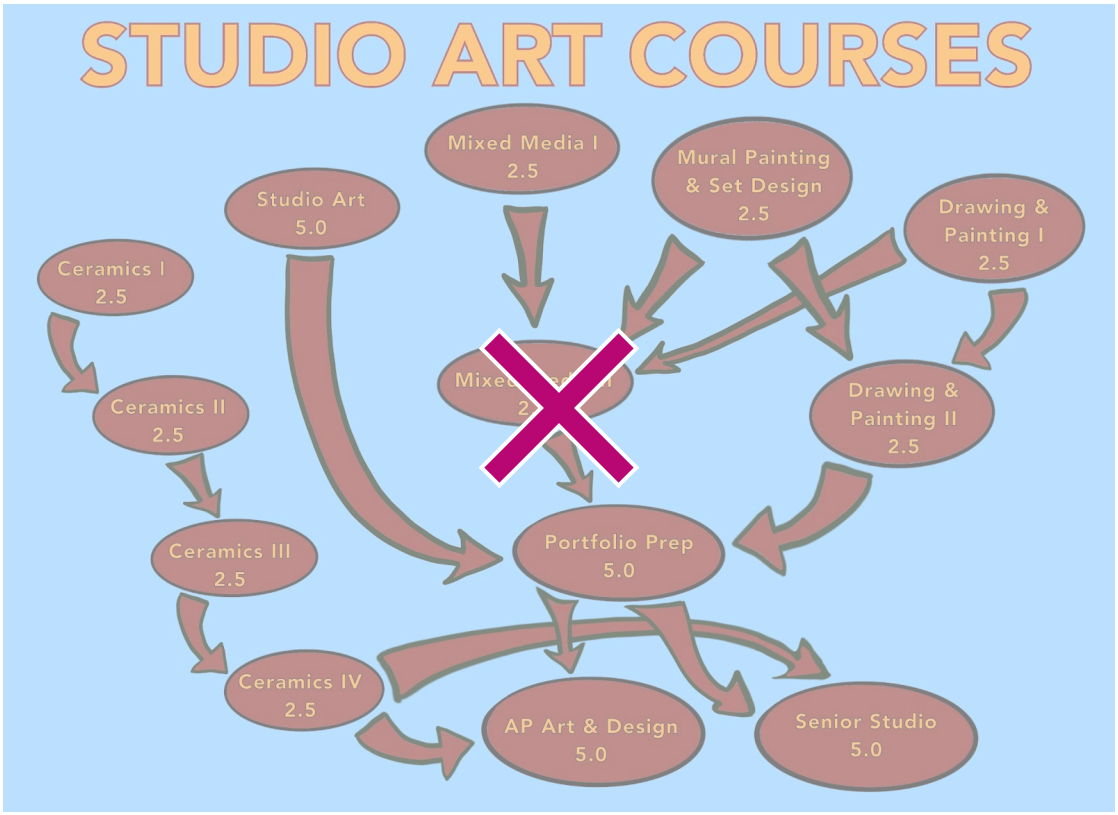
AC034Z Design, Engineering & Fabrication III- Honors Grades 10, 11, 12 2.5 credits
In this course architects and engineers come together to collaborate and inspire each other. While there will still be technical instruction in a variety of design and fabrication methods, the majority of the course will be devoted to coaching students through the completion of their own independent projects. **Prerequisites:** CADD ~~III~~, Design, Engineering & Fabrication II~~, Architecture II~~ or portfolio review and permission of Visual Arts Director.

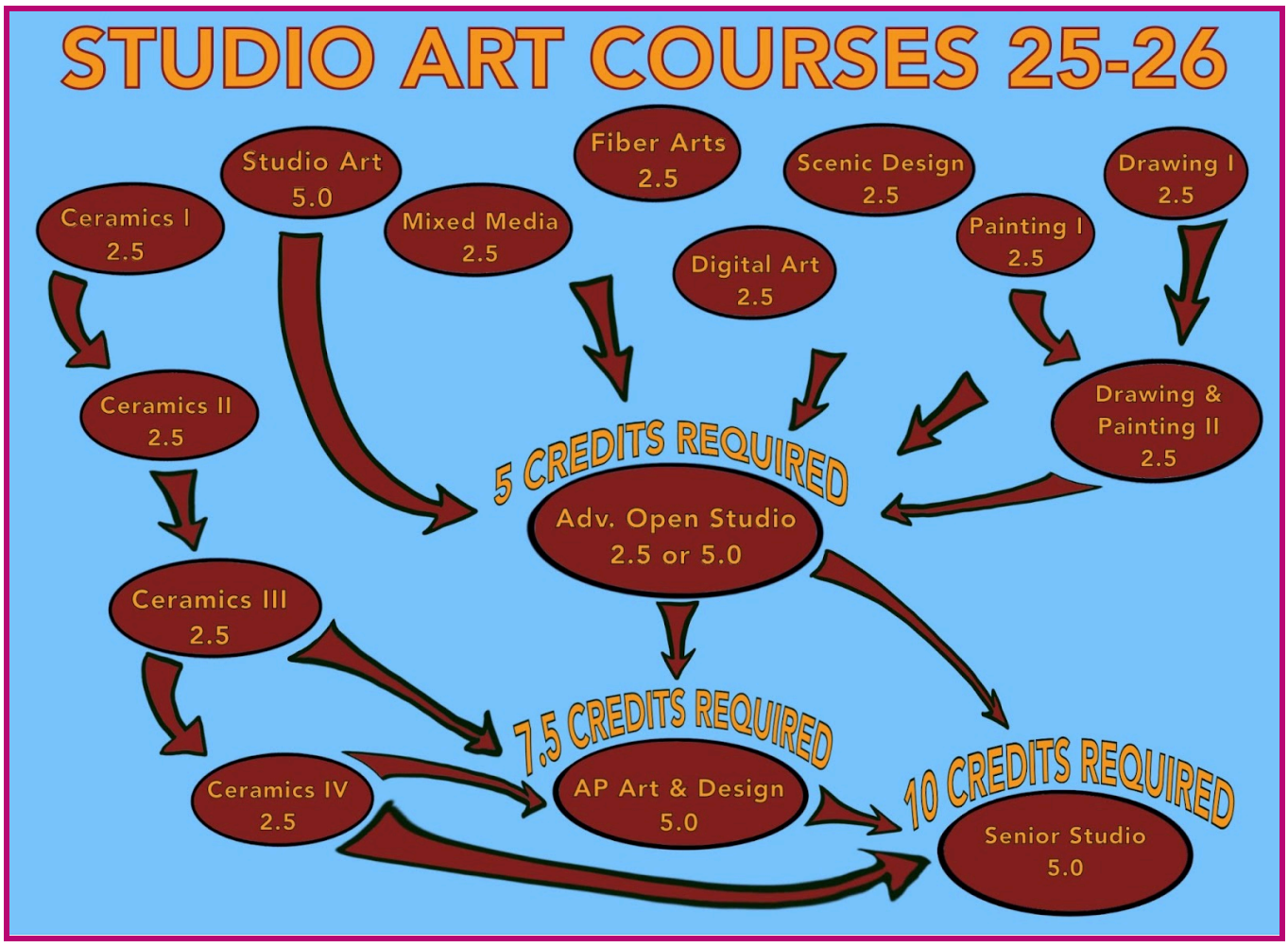
AC035Z Design, Engineering & Fabrication IV- Honors Grades 10, 11, 12 2.5 credits
D.E.F. IV gives students doing advanced work the opportunity to more fully commit to the realization of their own unique creative vision. Most work will be done independently by individuals and groups of students, with makerspace teachers providing coaching and support to help them achieve their goals. **Prerequisites:** CADD II or III, Design, Engineering & Fabrication III or portfolio review and permission of Visual Arts Director.

AC011C ~~MetalWorking~~Metalworking & Jewelry Making I - Honors Grades 9, 10, 11, 12 2.5 credits
This class is an introduction to basic metalsmithing and jewelry making techniques with a focus on skill building, creativity, expression, and craftsmanship. Students will ~~use copper, nickel, and brass, to create their own designs using varied techniques such as sawing, casting, soldering, stone-setting~~learn basic techniques such as sawing, cutting, soldering, riveting, hammering, polishing, and many more. Then they will use these techniques to craft their own designs out of copper, nickel, and ~~many more~~brass.. These skills can be used to create jewelry such as rings, pendants, earrings, brooches, and bracelets, as well as other objects beyond jewelry such as figurines, stamps, boxes, coins, or anything else they can imagine. **Prerequisites:** None

AC020Z ~~MetalWorking~~Metalworking & Jewelry Making II - Honors Grades 9, 10, 11, 12 2.5 credits
This class builds on the skills learned in Metalsmithing and Jewelry Making I, with ~~an added~~more focus on creativity, expression, and craftsmanship. Students will learn more advanced metalsmithing techniques such as ~~forging, forming~~casting, stone-setting,, chain-making, hinges, clasps, etching, enameling, and many more. Students will have much more opportunity to explore and create independent projects as they utilize the varied techniques they have learned.
Prerequisites:~~MetalWorking~~ Metalworking & Jewelry Making I

AC025Z ~~MetalWorking~~Metalworking & Jewelry Making III - Honors Grades 10, 11, 12 2.5 credits
Metalsmithing & Jewelry Making III is an independent study that provides the opportunity for experienced metalsmiths to spread their wings to develop their own artistic vision. The class structure will allow students to create their own projects and provide the coaching they need to realize their aesthetic and technical goals.
Prerequisites: ~~MetalWorking~~Metalworking & Jewelry Making II


STUDIO ART COURSES
Mixed Media I
2.5
Mural Painting
& Set Design
2.5
Studio Art
5.0
Drawing &
Painting I
2.5
Ceramics I
2.5
Ceramics II
2.5
Drawing &
Painting II
2.5
Ceramics III
2.5
Portfolio Prep
5.0
Ceramics IV
2.5
AP Art & Design
5.0
Senior Studio
5.0



AC3600Z Ceramics I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course introduces students to clay and the ceramic process. Students will learn basic techniques of handbuilding (pinch, coil and slab) and wheel throwing. Projects may be both functional and sculptural and a variety of surface techniques and glazing treatments will be introduced. **Prerequisites:** None

AC3603Z Ceramics II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This course expands on the skills learned in Ceramics I. Students will explore more complex forms and engage in the artistic thinking process to explore deeper meaning in their work. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics I

AC023Z Ceramics III - Honors **Grades 10, 11, 12** **2.5 credits**
This advanced level course builds upon the foundations developed in Ceramics I and II. Students will be pushed to fully embrace their own creative process and vision. Student learning is self-driven and complete choice in the direction of study is encouraged. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics II

AC026Z Ceramics IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course is an independent study in ceramics. Students will continue to explore new ideas and methods, but the paramount concern is to develop their own personal expression and voice in clay. This course will also expand upon students' technical knowledge and use of ceramics equipment, including glaze chemistry, kilns and firing

techniques. Students are expected to maintain a digital portfolio that records their investigation, research, practice and overall artistic process. **Prerequisites:** Ceramics III

AC014Z Studio Art - Honors **Grades 9, 10, 11, 12** **5 credits**
This course provides students with a chance to experiment with a wide variety of 2D and 3D media including drawing, painting, printmaking, sculpture, digital art and mixed media. Studio Art is designed to increase students' independence and confidence in their artmaking. Emphasis is placed on individualized instruction and on the ability of students to make informed decisions about materials and themes. Students study a range of historical periods and contemporary art styles and are encouraged to explore complex ideas in their art. Work will be shared, critiqued and exhibited regularly, and a digital portfolio will be created and maintained throughout the year. **Prerequisites:** None

~~**AC0013Z Mural Painting &**~~**ACXXXXZ Set Design - Honors** ~~**Grades 9, 10, 11, 12 2.5 credits**~~¶
~~Mural Painting and Set Design gives students the chance to work collaboratively to paint murals for public display and create sets for Arlington High School theater productions. The class will explore the history of mural art and its roots in social justice, as well as the history of set design and painting. Students will then work in small groups to design and execute murals or work with the AHS theater department to design and paint sets for the Fall and Spring productions. This is an extremely collaborative and community oriented class. All projects will be created in consultation with the community, and all murals will have to go through a public art application process before being approved for display.~~ ~~**Prerequisites:** None~~¶
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~~**AC7832Z**~~**9,10,11,12** **5 credits**
In the Scenic Design course, students will develop essential skills in drawing, painting, model making, and storyboarding, all of which are vital for creating effective stage environments. The curriculum emphasizes both practical training and analytical research, allowing students to conduct historical and visual research while collaborating with other theater disciplines. Students will engage in script analysis, digital and analog sketching, drafting, scene painting, and model work, which are foundational skills necessary for effective design communication. The course also focuses on theoretical projects, where students will explore design in multiple mediums and analyze scripts for their creative potential. By participating in the design process for the fall play, spring musical, and student-directed one acts, students will contribute to the drama department's artistic vision, creating set pieces and props that enhance the storytelling experience. Through these hands-on experiences, students will not only refine their craft but also learn to work collaboratively and think critically as subjective artists in the world of theater.**Prerequisites:** None

ACXXXXZ Digital Art - Honors **Grades 9,10,11,12** **2.5 credits**
In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks.In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** none

ACXXXXZ Mixed Media ~~I~~- Honors **Grades 9, 10, 11, 12** **2.5 credits**
Mixed Media is designed for students who want to explore a wide variety of techniques in the area of sculpture (3D) as well as projects that integrate 2D and 3D processes. Materials and techniques include assemblage, wire, found object construction, installations, public art, fiber arts, puppet making and other traditional and non-traditional methods of art making. Students are introduced to contemporary and historical artists and issues in visual art across cultures. They work both independently and collaboratively to complete creative works ready for critique and exhibition. Students are expected to maintain a digital portfolio for documentation of their process, write about and engage in research related to their own work and the art of others. **Prerequisites:** None

~~AC021Z Mixed Media II~~ACXXXXZ Fiber Arts - Honors **Grades 9, 10, 11, 12**
2.5 credits

~~This half year course builds upon the experience and skill sets gained from Mixed Media I and is designed for students who wish to continue their investigation of sculptural and mixed media works through independent and collaborative projects. Students will experiment with a range of materials, processes, and themes and maintain a digital portfolio documenting their process. The content of the artworks created will be student-driven, and focus on the development of their own personal, artistic voice.~~ **~~Prerequisites:~~** ~~Mixed Media I or Mural Painting & Set Design.~~¶

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~~AC009Z Drawing and Painting I -~~ In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work. Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** None

AC009Z Drawing I Honors **Grades 9, 10, 11, 12** **2.5 credits**
Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

ACXXXXZ Painting I Honors **Grades 9, 10, 11, 12**
2.5 credits¶

This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of ~~drawing and~~ painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore ~~a variety of media including watercolor, acrylic, graphite, charcoal, among others~~acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

AC019Z Drawing and Painting II - Honors **Grades 9, 10, 11, 12** **2.5 credits**
The knowledge and skills learned in Drawing and Painting I will be expanded in Drawing and Painting II. Students use a variety of two and three-dimensional materials to explore thematic, choice based works. Students learn how today's artists push the boundaries of traditional drawing and painting to include mixed media, collaborative projects, and subjects and themes that are inspired by the artist's personal experiences and beliefs. Hands-on studio work is supported by presentations of contemporary artists' work, technical demonstrations, class discussions, readings, and group critiques. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product.
Prerequisites: Drawing ~~and Painting I or Mural Painting and Set Design.~~¶

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~~AC3105Z Portfolio Preparation~~I or Painting I

AC3105Z Advanced Open Studio - Honors **Grade 10, 11, 12**
2.5 or 5 credits

This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the media of their choice, collaborative assignments, ~~and frequent 1-1 meetings with the instructor, students~~class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits ~~(qualifying courses include Studio Art, Mixed Media I & II, Mural Painting & Set Design, Drawing & Painting I & II)~~in any area of the Visual Arts Department

AC4002Z Advanced Placement Art & Design - Honors **Grades 11, 12** **5 credits**

In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends. **Prerequisites:** 7.5 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.

AC4130 Senior Studio - Honors **Grade 12** **5 credits**

Senior Studio is designed for students to pursue their own interests and passions while becoming familiar with the opportunities and demands of the contemporary visual arts world. In this year-long course, students will work both individually and collaboratively on projects of their own design. Interdisciplinary and community oriented projects will be strongly encouraged. The course instructor will play a coaching role, supporting students' project work and holding them accountable to their own standards and timelines that they have set for themselves and their peers. In addition, significant time will be devoted to looking at and discussing contemporary art, and there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** 10 Visual Arts credits or portfolio review and permission of the Director of Visual Arts

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AC4002Z Advanced Placement Art & Design Grades 11-12 5 credits¶
In this course students spend the year developing a portfolio for submission to the College Board's AP Art exam. First students choose a curriculum strand: Drawing, 2D or 3D Design. They then create a portfolio that includes a coherent body of work demonstrating their creative vision as well as a sustained investigation (through writing, in process sketching and finished artworks) of a media and/or theme in art history. In May, students submit a digital portfolio as their exam. As this is a rigorous, college-level class, students are expected to complete summer pre-work, and continue working on their art afterschool and on weekends. Prerequisites: 10 Visual Arts credits or portfolio review and permission of the Director of Visual Arts.¶
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World Languages¶
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The goal of the World Languages

The world languages program is to supportsupports students in developing proficiency in a language other than English and to understand the cultures where those languages are spoken, in order to become responsible global citizens. At Arlington High School, students may choose to study from among five* modern and classical world languages: French, Italian, Latin, Mandarin, and Spanish. Our curriculum is aligned with the Massachusetts Frameworks and the World-Readiness Standards for Learning Languages, with an emphasis on oral proficiency in modern languages and reading comprehension in Latin. All modern language courses are conducted almost exclusively in the target language, with little to no use of English, and students use increasing amounts of target language, starting in level 1.

Language courses stress a proficiency approach, with emphasis on the context and purpose of communication through the three modes: ***Interpersonal*** (two-way, unrehearsed communication between individuals); ***Interpretive*** (one-way communication using receptive skills of listening and reading); and ***Presentational*** (one-way communication using productive skills of speaking and writing).

The target language is the language of instruction and primary means of communication in modern language courses. Latin courses also deal with oral aspects of the language, but greater stress is on reading, grammar, and vocabulary development.

Students are required to complete two years of language study for graduation, however three consecutive years of study of the **same language** is required by most colleges. For this reason, students who choose to change their language after only one year of study may only do so with approval from the Administration (World Language Director, Principal, or Designee). Students who enroll in AP courses are expected to take the AP exam in May. AP Exams are intended for students who have completed the corresponding course at AHS.

Level 1 language courses are offered based on enrollment.

French¶
French continues to be a crucial international language, being spoken by over 220 million native speakers across the globe. It is also the only language besides English that is spoken on five continents and is taught in every country in the world. Arlington High School offers the following courses in French.¶
Rising 9th graders who successfully completed an 8th grade world languages course in middle school enroll in level 2 of that language.

Heritage speakers who wish to study that language at AHS should be assessed for placement. Please contact

dcarney@arlington.k12.ma.us to schedule.

Students who are interested in the **Massachusetts Seal of Biliteracy** should consider studying a language through their senior year.

French

ML1015Z French 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of French in ~~the~~ High School ~~and for students who studied French in the Middle School and would benefit from additional practice of the language. This course aims to develop~~. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, as well as to develop understanding of cultures of French speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.* *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2205Z French 2 – Curriculum A **5 credits**
ML2105Z French 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.¶

ML3205Z French 3 – Curriculum A **5 credits**
ML3105Z French 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries.The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4205Z French 4 – Curriculum A **5 credits**
ML4105Z French 4 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of French, and deepens understanding of cultures of French speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

~~Students taking the course for Honors credit participate in the Café Parisian competition, in which they develop a business plan for their own Café in a section of Paris.~~

ML5114Z French 5: French Cinema – Curriculum A **5 credits**
ML5115Z French 5: French Cinema – Honors **5 credits**

This advanced course builds upon and expands students' at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study French and Francophone cinema. Students watch and analyze films on different themes, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral

presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5005Z Advanced Placement French Language & Culture **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Intermediate High: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.
Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Italian

~~Italian is an important heritage language for many Americans. Italy remains a world leader in many important fields, and its economy is one of the top five in the European Union. According to UNESCO, over 60% of the world's treasures are found in Italy. Arlington High School offers the following courses in Italian.¶~~
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ML1020Z Italian 1 – Introductory **5 credits**
This is an introductory course designed for first-year students who begin the study of Italian in High School. This course ~~aims to develop~~develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, as well as to develop understanding of Italian culture. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.
** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2220Z Italian 2 – Curriculum A **5 credits**
ML2120Z Italian 2 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding Italian culture. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3220Z Italian 3 – Curriculum A **5 credits**
ML3120Z Italian 3 – Honors **5 credits**
This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4220Z Italian 4 – Curriculum A **5 credits**
ML4120Z Italian 4 – Honors **5 credits**
This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Italian, and deepens understanding of Italian culture. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, askins and answering original questions, creating with language to express

their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

Latin

~~Latin is the foundation of all the romance languages and makes up approximately 60% of English vocabulary. Its profound influence on the thought and culture of Western civilization makes it an important foundation of academic study. Arlington High School offers the following courses in Latin.~~¶

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CL1015Z Latin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Latin in ~~the~~ High School ~~and for students who studied Latin in the Middle School and would benefit from additional practice of the language~~. This course ~~aims to develop~~develops reading comprehension of Latin texts, primarily narratives written for the modern student, as well as to develop an understanding of the people and contributions of the early Roman Empire. The proficiency target for the end of this course is Novice High: students will be able to read and interpret texts and develop oral proficiency in Latin to support comprehension and skills in reading and writing.

CL2205Z Latin 2 – Curriculum A **5 credits**
CL2105Z Latin 2 – Honors **5 credits**

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, and engages students in linguistic comparisons between English and Latin. The proficiency target for the end of this course is Intermediate Low: students will be able to read and interpret texts and increased oral proficiency in Latin to support comprehension and skills in reading and writing.

CL3205Z Latin 3 – Curriculum A **5 credits**
CL3105Z Latin 3 – Honors **5 credits**

This course builds upon and expands students' reading comprehension at the intermediate level in Latin, deepens understanding of social structures of the Roman Empire, engages students in linguistic comparisons between English and Latin and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (beginning):students will be able to demonstrate comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL4205Z Latin 4 – Curriculum A **5 credits**
CL4105Z Latin 4 – Honors **5 credits**

This advanced course expands students' reading comprehension and translation at the intermediate level in Latin, including major genres such as satire and lyric poetry. The course deepens understanding of social structures and institutions of the Roman Empire, engages students in linguistic comparisons between English and Latin, and identifying aspects of Greco-Roman culture in art, architecture and literature. The proficiency target for the end of this course is Intermediate Mid (continuing):students will be able to demonstrate increasing comprehension of the main idea and some supporting details on familiar topics from a variety of texts, and developing oral proficiency in Latin to support comprehension and skills in reading and writing.

CL5026Z Advanced Latin, Dual Enrollment **Grade 12** **5 credits**

Curriculum for this course continues to introduce students to more advanced Latin literature and offers the student texts of greater complexity. In addition to increased power in grammar and vocabulary, students will also gain a greater understanding of the cultural influence of Rome on Western civilization.

This is a college level course offered at Arlington High School through a partnership with University of Massachusetts Boston. All students taking the will receive a grade at the AP weight for the course on their Arlington High School transcript. Additionally, students may opt to pay a nominal fee of $184 for three UMB credits. Students with free/reduced lunches can take the course for credit at a greatly reduced fee (See WL

Director Dawn Carney.) Typically, colleges will accept the UMB credits with a grade for transfer credit.

Mandarin

~~Mandarin continues to grow in importance as an international language. Currently, one-fifth of the global population speaks Mandarin Chinese, with over 870 million native speakers worldwide. Arlington High School currently offers the following courses in Mandarin.~~¶

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ML1000Z Mandarin 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Mandarin in ~~the~~ High School ~~and for students who studied Mandarin in the Middle School and would benefit from additional practice of the language~~. This course ~~aims to develop~~develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, as well as to develop understanding of Chinese culture. The proficiency target for the end of this course is Novice High, with students able to participate in direct conversations with simple sentences and to satisfy some basic needs. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin. * *Students have the option of earning Honors Credit through more challenging research and project work.*

ML2215Z Mandarin 2 – Curriculum A **5 credits**
ML2115Z Mandarin 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Low, with students able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML3215Z Mandarin 3 – Curriculum A **5 credits**
ML3115Z Mandarin 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (beginning), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, and using strings of more complex sentences. Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML4215Z Mandarin 4 – Curriculum A **5 credits**
ML4115Z Mandarin 4 – Honors **5 credits**

This continuing intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (continuing), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

ML5415Z Mandarin 5 – Curriculum A **5 credits**
ML5115Z Mandarin 5 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Mandarin, and deepens understanding of Chinese culture. The proficiency target for the end of this course is Intermediate Mid (high), with students able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.
Students will be able to use the pinyin spelling system to support comprehension of Chinese characters, use basic Chinese characters and comprehend the four different tones of Mandarin.

Spanish

~~The importance of studying Spanish can be seen all around us. There are over 30 million people of Hispanic origin living in the United States alone. Arlington High School offers the following courses in Spanish.~~¶

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ML1010Z Spanish 1 – Introductory **5 credits**

This is an introductory course designed for first-year students who begin the study of Spanish in ~~the~~ High School ~~and for students who studied Spanish in the Middle School and would benefit from additional practice of the language. This course aims to develop~~. This course develops basic proficiency in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, as well as to develop understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Novice High: students will be able to participate in direct conversations with simple sentences and to satisfy some basic needs.¶

** Students have the option of earning Honors Credit through more challenging research and project work.*

ML2210Z Spanish 2 – Curriculum A **5 credits**
ML2110Z Spanish 2 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Low: students will be able to handle basic uncomplicated communication needed in daily life, starting to combine language to express their own thoughts, using sentences and strings of sentences.

ML3210Z Spanish 3 – Curriculum A **5 credits**
ML3110Z Spanish 3 – Honors **5 credits**

This course builds upon and expands students' developing proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (beginning): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, using strings of more complex sentences.

ML4210Z Spanish 4 – Curriculum A **5 credits**
ML4110Z Spanish 4 – Honors **5 credits**

This advanced intermediate course builds upon and expands students' proficiency at the intermediate level in the three modes of communication (interpretive, interpersonal and presentational) via the skills of listening to, speaking, reading, and writing of Spanish, and deepens understanding of cultures of Spanish speaking countries. The proficiency target for the end of this course is Intermediate Mid (continuing): students will be able to handle basic uncomplicated communication needed in daily life, asking and answering original questions, creating with language to express their own thoughts, on an increasingly broad variety of topics, using strings of more complex sentences.

ML5210Z Spanish 5: Spanish Cinema – Curriculum A **5 credits**

ML5110Z Spanish 5: Spanish Cinema – Honors **5 credits**
This advanced course builds upon and expands students' developing proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational) through the study of Spanish and Hispanic cinema. Students watch and analyze films from different geographical areas of the Spanish-speaking world, review original novels and/or short stories on which the films were based, read film analyses, and develop and present their own opinions in written and oral presentations. The proficiency target for the end of this course is Intermediate High: students will be increasingly able to actively participate in conversations, narrate in past, present, and future with some control, and communicate in paragraphs with suitable accuracy and confidence.

ML5305Z Advanced Placement Spanish Language **5 credits**
This college-level course builds upon and expands students' proficiency at the advanced level in the three modes of communication (interpretive, interpersonal and presentational). Students read and critique novels, plays, articles, orations, and films, and address cultural perspectives through analysis and description of literature, historical documents, music, dance and theatre. The proficiency target for the end of this course is Advanced Low: students will be able to actively participate in conversations, narrate in past, present, and future with control, and communicate in paragraphs with suitable accuracy and confidence.

Students selecting AP courses must take the corresponding College Board AP course in May in order to receive AP credit for the class.

Seal of Biliteracy

The **MA Seal of Biliterac**y is a graduation distinction that encourages students to pursue literacy in two or more languages, honors the language skills our students attain, and serves as evidence of skills that are attractive to future employers and college admissions offices. Students meeting the Massachusetts Department Elementary and Secondary Education requirements for the Seal of Biliteracy will receive this designation in the form of an insignia affixed to their transcript or diploma during senior year. Arlington also partners with the Language Opportunity Coalition to offer supporting biliteracy awards.

AHS offers testing to students starting in their junior year with information provided to students in grades 11-12 annually.

World Languages Electives

The following courses are open to **sophomores, juniors and seniors** as electives, and do not count toward the two year language graduation requirement.

Digital Language Courses – Honors
Students who are interested in learning a language that is not currently offered at Arlington High School may enroll in a fee-based, online, independent-study course through Brigham and Young University Independent Study program. These courses are most successful for students who are highly motivated, independent and active learners; possess strong organizational and time management skills; have discipline to study without external reminders; and can adapt to new learning environments.

Registration payment to Brigham and Young University is required before the school year begins to reserve a place in the course; students may also be required to purchase a textbook. **Students must have the approval of a school counselor and the World Languages Director prior to enrolling in a course.**

Please note there is a fee associated with this course. If interested please contact Dawn Carney, Director of World Languages.

OL7011Z American Sign Language 1 – Part 1 (5 credits)

OL7021Z American Sign Language 1 – Part 2 (5 credits)
OL7031Z American Sign Language 2 – Part 1 (5 credits)
OL7041Z American Sign Language 2 – Part 2 (5 credits)

OL7012Z German 1 – Part 1 (5 credits)
OL7022Z German 1 – Part 2 (5 credits)
OL7013Z German 2 – Part 1 (5 credits)
OL7023Z German 2 – Part 2 (5 credits)

OL7014Z Japanese 1 – Part 1 (5 credits)
OL7024Z Japanese 1 – Part 2 (5 credits)
OL7015Z Japanese 2 – Part 1 (5 credits)
OL7025Z Japanese 2 – Part 2 (5 credits)

OL7018Z Korean 1 – Part 1 (5 credits)
OL7028Z Korean 1 – Part 2 (5 credits)
OL7019Z Korean 2 – Part 1 (5 credits)
OL7029Z Korean 2 – Part 2 (5 credits)

OL7106Z Russian 1 – Part 1 (5 credits)
OL7026Z Russian 1 – Part 2 (5 credits)
OL7017Z Russian 2 – Part 1 (5 credits)
OL7027Z Russian 2 – Part 2 (5 credits)

~~**ML7102Z World Language Teaching Internship Grades 11,12 2.5 credits**~~ ¶
~~**ML7103Z World Language Teaching Internship Grades 11,12 5 credits**~~¶
~~11th or 12th grade students with an interest in a career in education or a desire to assist other students may enroll in this course with the approval of a World languages teacher and the World Languages Director. Students in this program will be paired with a language teacher to assist students in a designated language course. Responsibilities will include helping with the teacher's administrative tasks and providing individual assistance to students. Hours may be counted as community service. Appropriate proficiency in the target language is required.~~¶

Technology, Self-Directed Courses and Miscellaneous Electives

Levels	Curriculum A	Ungraded courses
Grade 9		FR9999Z Freshman Seminar
Grades 9, 10, 11, 12	Massive Open Online Courses (MOOC)	
Grades 11, 12	IN5001Z Academic Internships	CD6000Z Technology Intern AP9999Z AP Seminar

Massive Open Online Course (MOOC) Grade 12 1.25 credits
Arlington High School is piloting the use of Massive Open Online Courses (MOOCs) to expand our offerings. As the online world gives us access to courses, content, and teachers all around the world, we are working to discover new ways to take advantage of this potential.

A MOOC may be proposed by Faculty or Students (Juniors and Seniors). The courses we are using are offered through Coursera (www.coursera.org). We may expand to other providers in the future. Course proposals will be evaluated by administration based on students served, whether they enhance our existing offerings, the quality and appropriateness of the content, and school resources available. As Coursera courses vary in terms of their scope and rigor, they may be approved for from 0.5 to 5 credits. Most will be offered at the AP level weight. MOOCs at Arlington High School require a combination of participation in the online activities, supervision by an approved faculty member, and weekly one-hour mandatory meetings after school. Upon completion of the 6 week course, students will be awarded a completion certificate from Coursera, and a grade to appear on their AHS transcript. All required materials and fees will be paid by AHS.

If you are interested, send a proposal to the Principal stating:

1. The course you are interested in
2. The names of any interested students or faculty
3. The reason for choosing this course (students served, enhancement of our offerings, quality/appropriateness of the content)
4. A proposed timeline
5. A statement of resources needed (budget, equipment, facilities, time, schedule)

IN5001Z Academic Internship **Grades 11, 12** **2.5 credits**

Academic Internships allow seniors and juniors to pursue an area of interest in a community-based work situation. Participation in the program will require an application and placement in an appropriate work situation as deemed by Arlington High School and the internship Coordinator. Through this program, eligible seniors and juniors will be released for the last period of the day for one semester to participate in a 5-hour per week internship off-site. Students will present a completed project at a public showcase at the end of the semester. Students will receive a grade and 2.5 credits, at honors weight upon, successful completion of the program.

Further information, including a listing of approved internship placement sites and the application will be available during course selection. Please contact Nicole Eidson (neidson@arlington.k12.ma.us) with questions. We welcome recommendations of possible internship sites.

AP9999Z AP Seminar **No credits**

Students who are taking AP courses can take this seminar class for no credit. It provides an opportunity for students to support each other, work together in Study Groups, and collaborate on projects. Students will be assigned to a designated workspace provided just for them.

FR9999Z Freshman Seminar **Grade 9** **No credits**

Grade 9 students will have two sessions per cycle, scheduled opposite their 9th-grade PE classes. These sessions are dedicated to directed study, providing students with two opportunities each week to finish assignments, take breaks, and connect with teachers. Some orientation activities and skill development programs are also offered during this time to support their transition into high school. The sessions cover School Counseling seminars, Media Center activities, and Stress Management.

The Workplace Alternative Program

The Workplace alternative program, housed on the campus of Arlington High School, has three major components: academic, social/emotional support, and community involvement. The core curriculum meets the requirements of graduation from Arlington High School and is in alignment with the frameworks in Massachusetts. The academic component covers English, history, mathematics, science, and physical education. Social/emotional support is offered through the Omni course, small class sizes, and continued support from trained counselors, (Arlington High School Counseling and Arlington Youth Consultation Center). Also, in addition to their role as teachers, the Workplace faculty also serves as academic and career advisors. The Workplace program takes on many community service projects throughout the year with the goal of creating a sense of

investment and pride in Arlington.

Workplace is a relationship-based program. Therefore, students who enter this program must be able to form meaningful relationships with adults. Students who are not appropriate for this program are those who are drug addicted, unwilling to participate in their own education, and those who are not committed to change. This program is a choice for the student to decide who they are and who they will become and that academic pursuit is worthwhile. The student decides that his or her attitude, behavior, and/or belief systems are open to change and the student is willing to explore and keep their options open for the future.

Workplace is an alternative regular education program at AHS to meet the needs of those students who benefit from learning in a different environment than the one provided in the traditional high school. The Workplace focuses primarily on relationship building within the parameters of academic growth, social responsibility, emotional health, community awareness, and career possibilities. Classes for Workplace students are small, individualized and structured. The Workplace program offers a combination of challenging classroom experiences and specialized services. A major component of the program is centered in the Omni Class where students work on self-awareness, group trust, leadership, and community service.

Placement Procedures and Criteria

Interested students are admitted to the program through an interview process involving the student, the student's parent(s) and/or guardian(s), the Workplace staff and interested parties such as the student's School counselor or referring faculty member. Students may be referred to the program from various sources from within the school including the AHS Student Support Team. A student may inquire about the program through his or her school counselor. Spaces are limited and, therefore, admittance to the program is not always possible. Students who enter this program do so voluntarily with a commitment to the program ideals of academic achievement and planning toward the pursuit of a productive future after graduating from high school. All admissions are on a trial basis and continued participation in the program is contingent upon compliance with the contractual obligations.

In general, the students in the Workplace meet the following criteria:

- The student is of average or above average cognitive ability.
- The student is seeking post high school education, whether it is college, continued academic pursuit, or vocational setting.
- The student shows motivation to improve skills and complete high school.
- The student agrees to the program contract.

Workplace Course Offerings

English, History, and Science courses are offered at the Curriculum A level. Mathematics is at the Curriculum B level, all of which satisfy the Massachusetts Curriculum Frameworks. Curriculum matches topics offered in traditional academic courses at Arlington High School.

Levels	ELA	Math	History	Science	Electives
Grade 9	TW1210Z English 1	TW1320Z Algebra 1-Curr. A			TW1277Z Wellness TW9091 OMNI-A TW9092 OMNI-B
Grade 10	TW2210Z English 2		TW3245Z US History I	TW2215Z Biology	
Grades 11, 12	TW3210Z English 3	TW2320Z Geometry B	TW3246Z US History II	TW1230Z Earth Science	

Grade 12	TW4210Z English 4	TW1310Z Math Applications B	TW3240Z History of Arlington		

Specialized Programs

In order to offer a comprehensive continuum of programming for young adults with disabilities, Arlington Public Schools has developed several specialized programs that provide combinations of specialized programming and support within the general educational setting. Facilitated with support including special education teachers, tutors, teaching assistants, speech/occupational/physical therapists, and social workers, identified students are able to prepare for post-secondary transition to college, and/or employment situations. We offer both a diploma and a Life Skills track for students. Through the evaluation team, the IEP process, and recommendations, students are found eligible for one of the specialized programs that have a disability diagnosis and academic profile that fits a particular program.

- Reach (Supported Learning Center A)- typically serves students with Autism Spectrum Disorders and with similar/related neurological disorders with needs based primarily around lagging skills in executive functioning, social cognition and emotional regulation, and sensory processing. The program modifies the curriculum to meet student's individual needs and focuses on building student's executive functioning, self-regulation and social skills.

- Summit (Supported Learning Center B)- primarily serves students who may present with complex trauma, mood instability, impulsivity, lagging academic skills, and executive functioning weaknesses . The important functional concern is their inability to access the curriculum based on their social/emotional needs and/or struggles with self-regulation and communication. The program team utilizes a variety of individualized tools to build students' executive functioning capacity, coping skills and academic endurance.

- Compass (Supported Learning Center C)- largely serves students with cognitive and intellectual profiles that require significant modifications in order to access the curriculum and students often have impairments in adaptive functioning (communication, social skills, personal independence, and school or work functioning.) The program team focuses on building students' functional academics and life skills.

- ~~Life Skills~~ The Compass + (18-22) Program is designed to support students aged 18-22 who have fulfilled the requirements for a certificate of completion but still require ongoing assistance to progress towards their post-secondary goals. The program is housed within Arlington High School and students have access to academic classrooms, the life skills lab, and the school cafe and print shop. The program emphasizes skill generalization in the least restrictive environment – the community. Students receive individualized support to engage in community work sites, access community resources, and further develop self-determination skills for active participation in their Individualized Education Program (IEP) teams.

Courses offered in specialized programs

ELA

- Language Arts I
- Language Arts II
- Language Arts III
- Language Arts IV

- Life Skills Language Arts
- Contemporary Literature
- American Literature

History
- Modern World History
- US History I
- US History II

Math
- Algebra I
- Geometry
- Life Skills Math

Science
- Biology
- Applied and Qualitative Chemistry
- Physical Science
- Life Skills Science

*****The structure of all specialized programs and support services is developed based upon the specific needs of the students in a given year. While we do offer all these courses, they may not all be available in a given year.**

Arlington Public Schools Technology Graduation Standards

Achievement of these competencies is arrived at through use of technology in various classes across the curriculum. Students are expected to know several skills in each area listed below upon graduation.

Computer Ethics
- Explain and demonstrate understanding of classroom rules regarding responsible use of computers (2.6)
- Explain and demonstrate ethical and legal behavior in copying files, applications, and media (2.7)
- Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources; class e-mail account only (2.8)
- Explain safe practices for sharing personal information via e-mail and the Internet (2.9)
- Explain proper mail etiquette (2.10)
- Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy (2.11)
- Validate a Website for authenticity; find site sponsor, author, date the site was last updated (2.12)
- Explain how media and technology can be misused to distort or exaggerate information (2.13)
- Write correct citations for text and images gathered from electronic sources.Understand that use of materials is limited by the fair use rule of copyright law (2.14)
- Develop an awareness of the issue of ergonomics and how to use equipment safely (2.15)

Computer Skills
- Identify and use drawing and painting applications as appropriate for class projects (1.33).
- Run multiple applications simultaneously, alternating among them (1.36)
- Identify and use basic features of computer operating system, e.g., format/initialize disks, access information on size and format of file, create folders on local hard drive (1.12)
- Save a file to the desktop, the hard drive, and external storage spaces, e.g., floppy disk, CD-ROM, virtual electronic space (1.13)

- Resolve commonly occurring error messages and hardware and software problems (1.37)
- Use a variety of external peripherals and understand how they connect to the computer (1.40)
- Perform efficient keyboarding technique (1.41)
- Identify and use methods for downloading and converting graphic, sound, and video files (1.38)
- Select the appropriate technology tool for the task (1.60)
- Select a printer and print a document with appropriate page setup and orientation (1.14).
- Operate peripheral equipment, e.g., scanner, digital camera, camcorder (1.15)

Word Processing

- Identify and use editing and formatting features of a word processing program, e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers (1.17)
- Insert images (e.g., graphics, clip art, tables) from other files into word-processed document (1.18)
- Import/import and link data between word process and other application (1.42)

Spreadsheet

- Describe structure and function of database, identify components (1.19)
- Create a database, defining field formats and adding records (1.20)
- Perform simple operations in a database (1.21)
- Use formulas in a spreadsheet (1.47)
- Customize formatting of charts or graphs (1.49)
- Define and use functions such as sort, filter, find (1.50)
- Describe structure and function of a spreadsheet (1.22)
- Create an original spreadsheet, entering simple formulas (1.23)
- Produce simple charts from a spreadsheet (1.24)
- Duplicate spreadsheet structure without data (1.43)
- Use features of spreadsheet such as mail merges (1.44)
- Import/link data between spreadsheet and other applications (1.45)
- Use advanced format features such as repositioning columns (1.46)
- Create multiple links among various pieces of information in different applications such as a chart imported into a word processor from a spreadsheet (3.18)
- Use various number formats, percentages, exponents, etc. (1.51)

Internet

- Identify and use navigation features of browser (1.25)
- Using a browser, “bookmark” a Web site, e.g., URL, hyperlinks, site map, etc. (1.26)
- Identify basic elements of a Website, e.g., URL, hyperlinks, site map, etc. (1.27)
- Copy an image from a Website into a file on the desktop; write a correct citation in keeping with copyright law (1.28)
- Organize bookmarks into folders for future reference (1.52)
- Open e-mail attachment from class account and save it to the desktop (1.30)
- Using e-mail, create an address book (1.55)
- Send e-mail attachment using class account (1.56)
- Using e-mail, create and send a message using class account (1.29)
- Using e-mail, using a class account, to communicate with other schools (3.11)

Multimedia

- Create a multimedia presentation, desktop-published report, or Web page that incorporates data from other files (1.57)
- Create and manipulate illustrations using a drawing or painting program, e.g., adjust scale, size shape (1.58)
- Communicate results of research and learning with others using the most appropriate tools, e.g., desktop-published or word-processed report, multimedia presentation (3.9)
- Use a variety of external peripherals and understand how they connect to a computer (1.40)

- Manipulate data using charting tools and graphic organizers, e.g., concept mapping, flowcharting, and outlining software, to connect ideas (3.10)
- Present information, ideas, and results of work using any of a variety of communications technologies, e.g., multimedia presentations, web pages, videotapes, desktop-published documents (3.15)
- Import graphics, photos, and other media into report or presentation, citing sources appropriately (3.16)
- Demonstrate how specialized technology tools can be used for problem-solving, decision-making, and creativity, e.g. simulation software, environmental probes, computer-aided design, graphing calculators, art and music composition software (3.19)

Research

- Routinely evaluate Websites for authenticity when using them (3.14)
- Explain effective search strategies to locate and retrieve electronic information, e.g. understand and use syntax and Boolean logic operators (1.54)
- Identify capabilities of technology resources and understand how they can be used for lifelong learning (1.59)
- Know how to select and use search engines. Understand the differences between search engines (1.53)

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ARLINGTON PUBLIC SCHOOLS—NOTICE OF NONDISCRIMINATION

The Arlington Public Schools does not discriminate on the basis of race, color, sex, religion, national origin, age, gender, sexual orientation, marital status, disability, or homelessness in admission to, access to, employment in, or treatment in its programs and activities.

Arlington High School
Program of Studies 2025-2026
Updates and New Courses

Last updated: Jan 3, 2025

Policy and General Information Updates

- Acceleration of Math studies
- MCAS Competency Determination
- Performing Arts: Honors in all classes
- Chemistry requirement

Courses

Number	New Courses	Dept.	Level	Grade(s)	Credits
PA1251Z	Drama and Improv Honors	PA	Honors	9-12	2.5
PA1254Z	Playwriting & Directing Honors	PA	Honors	9-12	2.5
PA1253Z	Play Production Honors	PA	Honors	9-12	2.5
PA8205Z	Multimedia Production Honors	PA	Honors	9-12	2.5
PA1252Z	Advanced Drama & Improv Honors	PA	Honors	9-12	2.5
PA8206Z	Music Production Honors	PA	Honors	9-12	2.5
PA8207Z	Advanced Music Production	PA	Honors	9-12	2.5
SS7081Z	Race, Class and Gender in Society	SS	Heterogenous	10-12	5.0
AC036Z	Fiber Arts Honors	VA	Honors	9-12	2.5
AC036Z	Advanced Open Studios Honors	VA	Honors	10-12	2.5
AC036Z	Animation IV Honors	VA	Honors	10-12	2.5
AC036Z	Digital Photography IV Honors	VA	Honors	10-12	2.5
AC036Z	Filmmaking IV Honors	VA	Honors	10-12	2.5
AC036Z	Digital Art Honors	VA	Honors	9-12	2.5

Course adjustments

Changes

Course	Course Description Change
PE77662Z AM Personal Fitness Course	Description change
SCXXXXZ Meteorology	Course name change SC7286Z Weather and Climate to Meteorology
ML7102Z World Language Teaching Internship	Course folded into Academic Internships
MA3105Z Precalculus - Honors Plus	Precalculus Honors Plus is the preparation course for AP Calculus BC
MAXXXXZ Precalculus - Honors	Precalculus Honors Plus is the preparation course for AP Calculus AB
PAXXXXZ Set Design - Honors	Mural Painting will be added to the Painting class, previous titles as set design and mural painting.

Reactivated

PE7027Z Relaxation I	PE	Heterogenous	10-12	2.5 credits
PE7692Z Relaxation II	PE	Heterogenous	11,12	2.5 credits
SC7295Z Entomology	SC	Heterogenous	10-12	2.5 credits
VAXXXXZ Drawing I	VA	Honors	9-12	2.5 credits
VAXXXXZ Painting I	VA	Honors	9-12	2.5 credits

Courses not offered 2025-2026 (maybe offered 2026-2027 school year)

SC7288Z Physiology of Exercise & Activity	SC	Heterogenous	10-12	2.5 credits
SC7277Z Oceanography	SC	Heterogenous	10-12	2.5 credits
MA7421Z Advanced Robotics - Honors	MA	Honors	10-12	2.5 credits
IN9915Z Independent Study Computer Science	MA	Honors	10-12	2.5 credits

Retired Courses

SS003Z Ethnic Studies
SS7280Z Race Society, and Identity
SS7806Z Gender & Society
ML7102Z World Language Teaching Internship
PA9241Z Pep Band/Drumline - Honors
PA00034Z Piano Studio/Applied Piano
PA00033Z Intro to Music History
PA9004Z Music and Sound for Film - Curriculum H
PA0003Z Songwriting and Production - Heterogeneous
PA9005Z Mixing and Mastering - Heterogeneous
PA9006Z Sound Design, Synthesis and Electronic
PA00015Z History of Music in Film I
PA00019Z Live Music Engineering
PA00020Z Recording Engineering
PA1250Z Drama I - Curriculum A
VA0022Z Mixed Media II
VA0023Z Portfolio prep

Course Descriptions for New Courses

PA1250Z Drama and Improv - Honors **Grade 9** **2.5 credits**

Fundations of Drama is an introductory course that approaches the study of drama through encounters with acting, improvisation, storytelling, playwriting, design, and dramatic literature. Beginning with the study of Oral Interpretation of Literature and continuing with character development, students will present scenes, monologues, and short original pieces to their peers. Emphasis will be placed on the physical work of an actor. Theatre history and play construction will be studied during the second term. The course is an introduction to drama and is meant as a survey course preparing you for more in-depth study in the future.

PA00031Z Advance Drama and Improv - Honors **Grades 10, 11, 12** **2.5 credits**

This course is designed for experienced drama students who are ready to deepen their understanding of the theatrical arts through advanced study and practice. Students will explore performance techniques and playwriting while developing their artistic voices and honing their collaborative skills. The curriculum includes intensive scene work, monologue study, character development, and the physical work of an actor, using methodologies from Uta Hagen, Practical Aesthetics, and other influential acting approaches.
Students will also engage in script analysis and develop original short plays, fostering creativity and storytelling skills. Special attention will be given to ensemble work, as students learn to build trust and cohesion within a cast.

In addition, students will study theatre history, exploring significant movements, playwrights, and productions that have shaped the art form. This advanced course requires commitment, discipline, and a willingness to take artistic risks. Open to upper-level students with prior drama experience or by instructor approval.

PA00032Z PlayWriting and Directing - Honors **Grades 10, 11, 12** **2.5 credits**
In Play Writing and Directing, we will combine the art of crafting original plays with the fundamentals of directing. This dynamic course is perfect for students with a passion for both writing and directing, offering a comprehensive exploration of the collaborative and creative aspects of theater production. Course work will focus on directing and playwriting. Topics will include blocking, staging, working with actors, and interpreting scripts. Students will gain insights into the director's role in shaping the overall vision of a production. Students will grasp the essential elements of play structure, character development, and dialogue. Through various exercises and workshops, they will refine their skills in creating captivating scenes and compelling narratives.

The course will culminate in the rehearsal and performance of selected student-directed plays, providing aspiring directors with hands-on experience in bringing scripts to life on the stage. This collaborative effort will showcase the integration of playwriting and directing skills in a live performance setting.

PAXXXXZ Multimedia Production - Honors **Grade 9, 10, 11, 12** **2.5 credits**
Students will create multimedia content in this hands-on, project-based production class. They will gather and analyze information and events, determine the message, and turn it into video-based communications. Our primary focus will be producing a weekly news show (The Pondercast) fostering community engagement by showcasing school-related activities, programs, and initiatives. Students will articulate information and ideas through writing, recording, and editing of video, pictures, music, and motion graphics Additional projects may be promotional, expository, and public service in nature.

Along with media production skills, students will communicate with members of our high school community to generate and develop content. They will apply storytelling techniques that best fit the message; considering, style, format, and platform. Participants will also review and discuss the changing media and information and landscape, including emerging AI-generated content.

PAXXXXZ Advance Music Production - Honors **Grades 10, 11, 12** **2.5 credits**
Prerequisite: *Music Production*
Advance level of Music Production Course
Advanced topics in recording, such as multi-track recording, instrumental and vocal layering, editing, and mixing techniques. Introduction to the use of our Dante system and Dante certification level 1 and above.

PAXXXXZ Music Production - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Prerequisite: *Music Technology (waived for students with a year or more experience in one of our performing ensemble classes)*
Create your own music, songs, and sound design for your projects! The Music Production program provides students with a comprehensive understanding of the music creation process, from recording and arranging to mixing and producing. The curriculum is designed to equip students with the technical skills, creative insight, and industry knowledge necessary to excel in various music production careers. Through hands-on training and practical coursework, students will learn the essential techniques and technologies required for professional music production. Students present individual and team creative projects in concert each term. Students can customize their learning track by choosing a specialization area to earn certification for each semester. Upon completing the program, students will be prepared for a wide range of roles in the music production industry, equipped with the technical and creative skills to thrive in an evolving digital landscape.

Certification Areas:

- **Songwriting**: Learn the art and craft of writing original songs, from lyric composition to melody development, harmonic progressions, and song structure.
- **Film Scoring**: Explore the creative process behind composing music for film, television, and other visual media, with an emphasis on storytelling through music.
- **Sound Design**: Study the creation and manipulation of sound effects and sonic elements used in music production, film, and gaming.
- **Studio Musicianship I**: Gain practical experience as a studio musician, learning the skills necessary to perform and record in professional studio environments.
- **Live Sound Engineering**: Understand the principles of live sound, including audio system setup, mixing for live performances, monitor mixes, and troubleshooting sound issues in real-time. Required to run sound for Auditorium events.

PAXXXXZ Play Production - Honors **Grade 9, 10, 11, 12** **2.5 credits**
Required Entry Criteria: Audition
In *Play Production*, students will step into the roles of a small theatre company and experience the full scope of creating a theatrical event. From initial concept to final curtain call, students will engage in all aspects of theatre production, including producing, budgeting, scheduling, acting, directing, stage management, house management, design, educational outreach, and technical crew work. This course provides a hands-on opportunity to apply skills and knowledge gained in prior drama classes, offering a deeper understanding of the collaborative nature of theatre.

Given the class size, students will take on multiple roles across different theatrical departments, gaining versatility and insight into the interconnected roles of a production team. The course will culminate in a fully mounted public performance, serving as the final assessment and providing students with the rewarding experience of presenting their collective work to a live audience.
This immersive and practical course is ideal for students who are ready to expand their understanding of theatre arts, develop strong teamwork and problem-solving skills, and bring a production from page to stage.

SCXXXXZ Meteorology **Grades 10, 11, 12** **2.5 credits**
With a planet in extreme environmental disruption due to the increasing effects of Global Climate Change, it has never been more important to study the science of weather and climate on planet Earth. This half-year course of introductory meteorology will explore how the orbital mechanics of the Earth alter the way it absorbs energy from the Sun, thereby causing the air and water on the surface of the Earth to cycle and cause the various weather phenomena we experience throughout our lives. In addition to learning about the complex global climate systems that influence our weather, students will learn the basics of observing the environment around them to forecast local weather to come. Students will be expected to collect field samples and measure weather conditions numerous times throughout the course, so prepare to be outside throughout the seasons both in class and for homework. * *Students have the option of earning Honors Credit through more extensive weather sampling and reporting, tests, and projects.*

SSXXXXZ - Race, Class and Gender in Society **Grades 10,11,12** **5 credits**
This interdisciplinary course examines complex issues of identity that reveal the diversity of experiences in the United States. The course studies issues such as race, gender, sexuality, socioeconomic status, and other interrelated issues with a social justice lens. For example, how does poverty impact one's ability to access education, health care and jobs? The course delves deeply into the history of movements for equality while focusing on current issues affecting various communities. Students will engage with historical and contemporary perspectives, analyzing the impact of these factors on identity and inequality. Classes are run on a discussion model, using video clips, newspaper and magazine articles, films and scholarly works to acquaint students with the skills needed to have challenging conversations about difficult topics of identity, with an eye toward finding solutions that celebrate our differences and enhance equity. The course encourages critical thinking and open dialogue, providing a comprehensive framework for understanding the complexities of these interrelated aspects of human society. Methods include journal, guided discussion, and circle discussions. **Students have the option of earning Honors Credit through more challenging research and project work.*

ACXXXXZ Fibers Arts - Honors **Grades 9, 10, 11, 12** **2.5 credits**
In this semester course we will experiment with a variety of 2D and 3D fiber arts techniques, such as hand sewing, machine sewing, needle felting, textile collage, quilting, embroidery, weaving, upcycling fabrics and more. We will explore the history and processes of textiles across cultures and time periods, and make connections to contemporary artists and makers. We will focus on traditional techniques to create functional pieces, while also exploring innovative ways to combine materials and see how fiber arts can relate to other materials such as paint, collage, ink, ceramics, wood and other mixed media. Sewing machine basics will be introduced, though most techniques will be done by hand. There will be opportunities to work collaboratively and exhibit our work. Concepts surrounding storytelling, sustainability, community, tradition and more will be explored. **Prerequisites:** None

AC3105Z Advanced Open Studio - Honors **Grades 10, 11, 12** **2.5 or 5 credits**
This year-long course provides students with the independent studio space and instruction they need to continue improving their skills and developing their own artistic vision. Through independent projects in the

media of their choice, collaborative assignments, class skill builders and academic studies, students will create a body of work showcasing their ability to create, reflect, respond, and connect to the art world. Students who take this class will work in a supported manner in materials of their choosing including 2D, 3D, digital, and mixed media work. This open studio style course allows students to develop their ideas and practice in a supportive environment. Students will build a portfolio and accompanying website that will be the basis for potential college applications or as a supplement for other post-high school opportunities. Students will have periodic portfolio reviews with visual art department staff as well as various art school representatives for valuable feedback about their work and the growth of their artistic voice. In addition students will build fluency in their ability to discuss and critique visual art by researching art historical and contemporary movements, and by participating verbally and in writing in critiques of their own artwork and of that of their peers. Each year there will be at least one day-long field trip to visit contemporary art exhibits in the Boston area. **Prerequisites:** Five Visual Arts credits in any area of the Visual Arts Department.

ACXXXXZ Animation IV - Honors **Grades 10, 11, 12** **2.5 credits**
In Animation III students will continue to develop their own creative vision as an animator and complete one short animated film project in one semester, using media of their choice (traditional and/or digital). Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students will continue to work both individually and collaboratively. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. This course gives students an opportunity to create work to submit to colleges for admission to competitive animation programs. **Prerequisites:** Animation III

ACXXXXZ Digital Photography IV - Honors **Grades 10, 11, 12** **2.5 credits**
This course focuses on the students' continued development as a highly expressive photographer, utilizing advanced and experimental camera techniques. Students will study major contemporary photographers from a variety of cultures and backgrounds, and pursue independent sustained projects. Students will present their work in a digital portfolio and in in-person exhibitions. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Digital Photography III

ACXXXXZ Filmmaking IV - Honors **Grades 10, 11, 12** **2.5 credits**
Students will produce one complete short film in one semester. Character development, world building, storytelling and thematic depth will be an emphasis of work produced in this course. Students may work in a larger crew, taking on a specific role, with crew positions mirroring that on a professional film set. Students will film on location, casting actors, and putting greater levels of effort into each shot. Advanced soundtracks may include voiceover, foley effects, and original music. Adobe Premiere and Aftereffects will be used for color grading and visual effects. Students will screen their work in the school's film festival and may use their work for application to film festivals and college film programs. Regular in-class and small group critiques with the teacher and peers will be vital to helping each student develop their craft and pursue their vision. **Prerequisites:** Filmmaking

ACXXXXZ Digital Art IV - Honors **Grades 9,10,11,12** **2.5 credits**
In this digital drawing course, students will immerse themselves in the world of digital art using the Procreate app on iPads. The curriculum is designed to cover essential skills such as digital drawing, inking, illustration, painting, collage, and character design. Students will learn to navigate Procreate's variety of tools, experimenting with various brushes and techniques to create guided and independent artworks.In this course, students will develop their unique artistic style while gaining a solid understanding of the principles of design and composition. By the end of the course, students will not only enhance their technical abilities but also cultivate their creativity and confidence as digital artists. **Prerequisite:** None

<u>Reactivated</u>

PE7027Z Relaxation I **Grades 10, 11, 12** **2.5 credits**
This course will offer techniques and strategies for relaxation and mindfulness as a means to reduce stress. The class will also examine the psychological and physiological effects of stress, the assessment of individual risk factors that relate to stress, and strategies to reduce stress and take control over stress levels.

PE7692Z Relaxation II **Grades 11, 12 only** **2.5 credits**

This course is designed to be an extension to practices learned in Intro to Relaxation. In this course students will spend more concentrated time on honing Relaxation skills such as: guided meditation, self-guided meditation, yoga, mindful breathing, and nature theory. Students will also be tasked with cataloging and reflecting on their practices, ultimately creating a personal wellness plan they can utilize outside of the classroom. Students must have taken Intro to Relaxation prior to this course.

AC009Z Drawing I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
Drawing I provides an introduction to the foundational skills of drawing using a wide range of media and contemporary methods with a focus on line, values, edges, perspective, and form. We will first develop a strong foundational base of understanding the elements that make up a drawing and then students will be able to explore open concepts and themes while strengthening and expanding their skills to communicate bigger ideas. Students will develop skills in analyzing and discussing artwork as they study and research a range of artists' drawings, styles, methods, and processes. **Prerequisites:** None

ACXXXXZ Painting I - Honors **Grades 9, 10, 11, 12** **2.5 credits**
This half year 2D studio course is made for students who want to explore and expand upon traditional and contemporary approaches to drawing and painting. Students will develop skills in a variety of painting techniques and materials while exploring artistic voice and vision through choice based themes and open ended projects. We will experiment in depth with color and composition, with additional focus on the use of line, form, edges, and space to create dynamic artworks. We will explore acrylic and watercolor in depth. After completing a series of skill building exercises students will explore personal interests in themed based work in the media of their choice. Critiques, collaborative artmaking, class discussions, digital portfolio creation, and presentation will be essential elements of the class, with an emphasis on both process and product. **Prerequisites:** None

Policies:

MCAS Competency Determination

Please note that the MCAS Competency Determination section is currently under review of the school committee and district as we make adjustments to the new laws on this matter.

Proposal Outside Math Classes for Acceleration 2409[illegible]29 (link to document)

Current and Proposed Options for Students to Take Outside Math Classes for Acceleration

Proposal Outside Math Classes for Acceleration 2409[illegible]29 (link to document)

Current Policy:

At present, Arlington High School (AHS) does not accept outside math courses for meeting prerequisites or accelerating through sequences, with the following exceptions:

- **Science:**
  - Calculus is a prerequisite for Physics C.
  - **No outside math courses** are accepted to enable students to take Physics C in grade 12.

- **Math:**
    - **Students may take Precalculus** elsewhere (with prior approval) only during the summer between 11th and 12th grade, in order to attend Calculus in their senior year.
    - **No other math courses** can be taken outside AHS for acceleration purposes.
    - **Students cannot take Precalculus elsewhere** to attend Calculus earlier than senior year.
    - **Students may take Geometry and Algebra II concurrently** starting in grade 10

Revised Proposal for Policy Change:

Overview
We recognize that certain courses in the curriculum, particularly in math, require prerequisite knowledge and skills for students to succeed. This is especially true in the sequential progression of high school math courses such as Algebra I, Geometry, and Algebra II. Beyond these, advanced courses include Precalculus, Calculus, and Physics C. Arlington High School's math and science programs aim to provide all students the opportunity to access these advanced courses, regardless of their initial math placement upon entering high school.

Core Math Sequence
The standard high school math sequence includes Algebra I, Geometry, and Algebra II. The proposed policy introduces additional flexibility, allowing students to take extra math courses either at AHS or externally to advance through the sequence and access higher-level courses (e.g., Calculus, Physics C), with appropriate oversight and assessment.

Enrichment Recommendations

While this memo focuses on ways students can progress through the prerequisite math series through Calculus, we want to emphasize that not all students will be ready for this path or may have other educational goals. There are many other options for advanced math and science studies that do not require Calculus as a prerequisite. There are also many rigorous pathways and options in science, mathematics, arts, and humanities at Arlington High School and students should consider their interests, their goals, and their strengths in deciding their course selections.

Arlington offers numerous advanced math and science courses that do not depend on completing the Calculus sequence. These include AP Statistics, Number Theory, Linear Algebra, AP Computer Science, AP Physics, and AP Chemistry. Each of these courses has its own prerequisites.

Additionally, for students interested in exploring advanced studies outside of the traditional school curriculum, we encourage them to explore math concepts that are not directly tied to the Calculus sequence. There are many exciting areas in mathematics and science to explore that can foster a deep understanding and appreciation for these subjects, even if Calculus is not part of their immediate plan.

Policy Details

Concurrent Geometry and Algebra II

- Students may take Geometry and Algebra II concurrently in grades 10, 11, or 12 after completing Algebra I.
- This option requires
    - The student understands the implications of an added math class and finds the workload manageable (e.g., adequate sleep, no harmful stress).
    - The student has consistent attendance (no more than 15 absences per year or 6 per term).

Outside Precalculus Course

- Students may take Precalculus externally after completing Algebra II, to qualify for Calculus at AHS in grades 11 or 12.
- Students must complete an application that is to be signed by the student and their caregiver. The application must be submitted to the Director of Math and Computer Science.
- The course must be approved by the Math Department Director.
- Students must pass the external course. This course will not appear on their AHS transcript.
- Students submit a transcript from the course showing they completed the required coursework.
- Students must take a Precalculus assessment, administered by the AHS math department, to enroll in Calculus at AHS. It is recommended that a student who earns a score below 85% take Precalculus at AHS prior to taking Calculus. Students who score below 85% on the assessment may enroll in Calculus with the understanding—and written consent from their caretakers—that additional independent work will be necessary to strengthen their precalculus skills.

Access Physics C in Grade 12

To succeed in AP Physics C, a strong understanding of calculus is crucial, as the course extensively uses calculus-based concepts to tackle problems in mechanics and electricity and magnetism. In order to take AP Physics C without previously taking Calculus students must:

- Meet with the Director of Science by May 15th.
- Students will be provided with a list of topics and additional resources to develop the necessary skills for AP Physics C. It is the student's responsibility to review and master these topics independently.
- Complete an application outlining a clear plan for mastering the calculus topics essential for success in the course.
- During the first week of school, AHS will administer an assessment on these calculus topics to confirm students' readiness for the course. Performing well (85% or better) on this assessment demonstrates the level of preparation required to handle the rigorous, calculus-intensive problems in AP Physics C.
- Students who score below 85% on the initial assessment may remain in the course with the understanding—and written consent from their caretakers—that additional independent work will be necessary to strengthen their math skills. It is important to note that the role of the Physics instructor is not to teach calculus fundamentals but to demonstrate how calculus concepts are applied to solve physics problems.
- For students who have not previously taken calculus at AHS, concurrent enrollment in a calculus course is required during their senior year while taking AP Physics C. This approach ensures they gain a solid foundation in calculus while applying these concepts in their physics coursework.

- Approval for this course will be dependent on space available.

Considerations for Fair Implementation

To ensure equity and consistency, the following steps are recommended:

- **Teacher Awareness**: Inform teachers of the policy changes.
- **Student and Family Notification**: Communicate options clearly to students and their families.
- **Counselor Collaboration**: Work with counselors to ensure alignment with academic planning resources.

Next Steps

- Confirm communication strategies for informing teachers, students, and families.
- Create a list of possible institutions that offer a summer Precalculus course.
- Finalize the prerequisite assessment and approval process for external math courses. Include attendance, and workload similar to the guidance questions.
- Align the new policy with guidance counselors and academic planning resources.
- Determine what scholarships can be offered for an external Precalculus course.

Sample Pathways

Grade 9	Grade 10	Summer 10/11	Grade 11	Summer 11/12	Grade 12
Algebra I	Geometry		Algebra II		Precalculus
Algebra I	**Geometry Algebra II**		Precalculus		Calculus
Algebra I	Geometry		Algebra 2	**Precalculus**	Calculus
Algebra I	**Geometry Algebra II**	**Precalculus**	Calculus		Physics C
Algebra I	**Geometry Algebra II**		Precalculus	**Calculus**	**Physics C AND Calculus**
Geometry	Algebra II		Precalculus		Calculus
Geometry Algebra II	Precalculus		Calculus		Physics C
Geometry	Algebra II		Precalculus	**Calculus**	**Physics C AND Calculus**
Geometry	Algebra II	**Precalculus**	Calculus		Physics C

Chemistry requirement

Students who are interested in enrolling in AP chemistry must have completed Chemistry previously.

This note, though known in the department, was not spelled out in the program of studies.

7:10 p.m. School Committee Budget Priorities (SC Members)

Town of Arlington, Massachusetts

7:30 p.m. First Read - School Committee Meeting Dates for 2025-26 (P. Schlichtman)

Summary:

- Arlington School Committee Meeting Dates, 2025-2028

ATTACHMENTS:

	Type	File Name	Description
🗋	First Reading	school_committee_meetings_2025-2028.pdf	School Committee Meeting Dates - 2025-2028

First Draft
Regular School Committee Meetings through June 22, 2028

The School Committee shall schedule **19 Regular Meetings** during each school year. Regular meetings shall be scheduled on Thursday evenings, with specific dates to be set by a vote of the Committee at the time of the adoption of the annual school calendar.

2025-2026	**2026-2027**	**2027-2028**
September 11, 2025	September 10, 2026	September 9, 2027
September 25, 2025	September 24, 2026	September 23, 2027
October 9, 2025	October 8, 2026	October 14, 2027
October 23, 2025	October 22, 2026	October 28, 2027
November 6, 2025	November 12, 2026	November 18, 2027
November 20, 2025	December 3, 2026	December 2, 2027
December 11, 2025	December 17, 2026	December 16, 2027
January 8, 2026	January 14, 2027	January 13, 2028
January 22, 2026	January 28, 2027	January 27, 2028
February 12, 2026	February 11, 2027	February 10, 2028
February 26, 2026	February 25, 2027	March 2, 2028
March 12, 2026	March 11, 2027	March 16, 2028
March 26, 2026	March 25, 2027	March 30, 2028
April 9, 2026	April 8, 2027	April 13, 2028
April 30, 2026	April 29, 2027	April 27, 2028
May 14, 2026	May 13, 2027	May 11, 2028
May 28, 2026	May 27, 2027	May 25, 2028
June 11, 2026	June 17, 2027	June 15, 2028
June 25, 2026	June 24, 2027	June 22, 2028

Town of Arlington, Massachusetts

7:35 p.m. Superintendent's Goals 1st Read (E. Homan)

Summary:

- 2024-25 Superintendent Goals

ATTACHMENTS:

	Type	File Name	Description
🗋	Goals	2024-25_Superintendent_Goals_(1).pdf	2024-25 Superintendent Goals (1)

Superintendent's Performance Goals: E. Homan, 2024-25 SY Goals

From DESE Superintendent Evaluation Guidance: Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus Indicator from the Standards for Effective Administrative Leadership. Superintendent-selected Focus Indicators for 2024-25 are in **bold highlight** below:

Standards and Indicators for Effective Administrative Leadership *Superintendents should identify 1-2 focus Indicators per Standard aligned to their goals.*			
I. Instructional Leadership	**II. Management & Operations**	**III. Family & Community Engagement**	**IV. Professional Culture**
I-A. Curriculum	**II-A. Environment**	**III-A. Engagement**	**IV-A. Commitment to High Standards**
I-B. Instruction	II-B. HR Management and Development	**III-B. Sharing Responsibility**	IV-B. Cultural Proficiency
I-C. Assessment	**II-C. Scheduling & Management Information Systems**	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	**IV-D. Continuous Learning**
I-E. Data-Informed Decision making	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict

Superintendent Reflection: In 2024-25, as we enter the 2nd year of the Strategic Plan and begin planning for its third year, the Superintendent's focus is shifting towards developing sustainable systems for the future, ensuring that change initiatives rolled out over the past several years - such as reduced or no-fee programming, new curricula, recalibrated staffing models, and new / adjusted roles - are well-articulated, communicated, and sustainable over time. Much effort has gone into streamlining and strengthening processes and ensuring accurate data and strong accountability mechanisms over the past several years. In order to produce a measurable change in the system, these adjustments must be understood broadly by the community bodies that determine funding for APS, implemented with consistency and integrity by APS staff, and iterated or adjusted as needed to ensure alignment with APS's vision for the future. As such, this year's goals are tightly aligned with 2024-25 district goals, and feature a stronger focus on operational excellence than in previous years. As we have developed the APS plan with a strong focus on classroom instruction, our efforts have highlighted the need for other systemic changes: for example, in how we use data to plan for staffing; in how we outfit our schools and classrooms over time; and in how we plan for unpredictable enrollment trends. My focus this year will be on ensuring that our schedules, budgets, policies, and procedures create safe, predictable, and well-resourced schools in which students and teachers can focus on the critical work of teaching and learning.

2024-25 Superintendent Goals are aligned with the SC-Approved 2024-25 District Goals, which can be found at this link. Numbers in parentheses beside each goal refer to the priority area and goal within that priority area on the District Goals.

STUDENT LEARNING GOAL			
Goals	**Focus Indicator(s)**	**Description**	**Performance Measures**
GOAL: Improve outcomes for all students through a focus on major instructional priorities, implementation of curriculum and practices aligned with deeper learning, with a specific focus on middle school mathematics, instructional practices, and structural/scheduling access and support opportunities for students. (District Goals 1.1, 1.3)	I-B. Instruction II-A. Environment I-E. Data-Informed Decision making IV-A. Commitment to High Standards	Actions related to this goal include: • Continued professional development for administrators focused on development of instructional leadership skills, with an emphasis on providing high-quality feedback to educators on instructional practice; • Conduct planning for ways to flexibly support middle school students in intervention and extension in tiers II and III; • Engage with the community to develop multiple options for accessing higher-level coursework in all subject areas, with an emphasis on middle school mathematics; • Map out budgetary impacts of balanced sections in core classes and additional electives for consideration in the FY27 budget cycle; • Submit SOI for Ottoson Middle School to support expansion of elective and high-quality core academic programming.	**Outcomes:** • All schools receive 75% or higher accountability score in 2024 for "Progress towards improvement targets" • Focal groups - specifically Students with Disabilities - demonstrate higher growth than peers, specifically in middle school math. **Evidence of Progress:** • Redesigned approach to WIN block at Gibbs in Fall 2025 • Revised criteria for inclusion in Acceleration Pathways for Middle School Math in Fall 2025 • Improved climate and culture outcomes for students at the middle level • New elective options for students at OMS in Fall 2024

PROFESSIONAL PRACTICE GOAL			
GOAL: With an explicit focus on operations to support instruction, develop a systematic approach to creating accessible learning spaces that include all necessary technology and modern and sustainable infrastructure, as well as the staffing support necessary for such systems. (District Goals 3.1, 3.3, 4.1, 4.2, 2.3)	II-A. Environment III-B. Sharing Responsibility III-A. Engagement	Actions related to this goal include: • Successful negotiation of AAA, Unit D, and Unit C contracts; • Advocacy and partnership with Capital Planning Committee to include APS device and infrastructure needs in FY26 and ongoing capital plans; • Development and publication of APS Space and Technology plan, aligned with APS visions and goals for excellent and engaging instruction; • Assessment of middle school schedules and staffing structures to ensure accessibility of core and elective programming; • Development of data workflows and systems to monitor staffing levels and student caseloads at each school, to inform decision-making. • Partnership with after school programs to increase access to enrollment and financial assistance, and to expand aligned staffing and professional development across programs.	**Outcomes:** • More balanced sections and caseloads in the 2025-26 school year than in the 2024-25 school year, particularly at the middle level; • Increased access to and enrollment in APS-hosted after school programming. **Evidence of Progress:** • More capacity for successfully launching and sustaining devices for staff and students; • Strong and sustainable bargaining agreements with all units in place before the start of the school year; • School Committee reviewed and approved the APS Space and Technology Plan.

DISTRICT IMPROVEMENT GOAL #1			
Goals	**Focus Indicator(s)**	**Description**	**Performance Measures**
GOAL: APS will implement new expectations and systems for family-school partnership and communication, by piloting new communication technologies, implementing APS communication protocols and expectations, and streamlining communications for ease of use and navigation. (District Goals 4.1, 4.2, 4.3)	III-A. Engagement III-B. Sharing Responsibility IV-D. Continuous Learning	Actions related to this goal include: • Reinforcing expectations for excellent family-school partnership and communication in all aspects of APS communications, from public-facing to 1:1 correspondence; • Assessing and piloting new 2-way communications applications; • Launch of revised protocols for addressing chronic absenteeism, including tiered response options for schools; • Continuing work to bring APS PTOs together for alignment and connection; • Launch of redesigned website navigation and implementation of revised workflows for routine website updates; and • Training and implementation of consistent protocols for safety and crisis response, including but not limited to partnership with new emergency response organization, launch of new APS radio system, and implementation of routine safety training protocols at all schools.	**Outcomes:** • Improve reported family experiences on experience surveys across categories that are surveyed year-over-year when comparing results from Fall 2022 through Fall and/or Spring 2025; • Improved student and staff attendance across all schools; **Evidence of Progress:** • Revised safety and emergency response plans and protocols; • Rollout of new communications applications; • Appropriate and accessible communication of expectations surrounding partnership and attendance.

DISTRICT IMPROVEMENT GOAL #2			
Goals	**Focus Indicator(s)**	**Description**	**Performance Measures**
GOAL: Plan for and begin to implement infrastructural and operational adjustments that support the implementation and sustainability of deeper learning system-wide. (District Goals 1.1, 1.3, 2.2, 3.1, 3.3)	II-A. Environment II-C. Scheduling & Management Information Systems III-B. Sharing Responsibility IV-D. Continuous Learning	Actions related to this goal include: • Development of an APS Space and Technology Plan; • Integration of Sustainability Efforts into routine APS operations; • Improved collaboration with Town facilities and technology departments on budget development and future planning; • Continued development of systems that sustain and structure adult learning cultures across schools, including but not limited to leadership development and mentorship programming for staff; • Alignment of procedures for financial assistance across programs that fall under or adjacent to the APS umbrella; • Acquiring new enrollment projections for future district-wide planning; • Submission of Statement of Interest to the MSBA for a rebuild of Ottoson Middle School.	**Outcomes:** • Improvements in staff experiential outcomes, particularly in "professional development" category of APS surveys (39-45% favorability in Fall 2024) **Evidence of Progress:** • Purchase and installation of classroom projection and sound-amplification technologies; • Revised procedures for provision of financial assistance in programming; • Revised enrollment projections; and • SC-approved OMS SOI

Town of Arlington, Massachusetts

7:45 p.m. Superintendent's Update (E. Homan)

Summary:

- Update on Administrative Hiring Searches
- Update on Competitive Grants Awarded Monthly
- Update on Enrollments/Class Sizes

ATTACHMENTS:

	Type	File Name	Description
🗋	Enrollment/Class Sizes	2024-25_ENROLLMENT_REPORTS_-_1_9_25_(1).pdf	2024-25 ENROLLMENT REPORTS - 1_9_25 (1)
🗋	Presentation	Superintendent_Update_2024-25_1_9_25_(1).pdf	Superintendent's Update

ENROLLMENTS / Class Averages as of 1/4/25

	OK	Sec	Ave	2023	1	Sec	Ave	2023	2	Sec	Ave	2023	3	Sec	Ave	2023	4	Sec	Ave	2023	5	Sec	Ave	2023	Secs	TOTAL:	2024	2023	Diff.
Bishop	61	3	**20.3**	**60**	54	3	**18.0**	**60**	61	3	**20.3**	**68**	69	3	**23.0**	**67**	66	3	**22.0**	**64**	65	3	**21.7**	**72**	18	**BIS**	376	391	-15
Brackett	54	3	**18.0**	**60**	65	3	**21.7**	**81**	82	4	**20.5**	**51**	53	3	**17.7**	**69**	73	3	**24.3**	**64**	65	3	**21.7**	**98**	19	**BRA**	392	423	-31
Dallin	62	3	**20.7**	**55**	57	3	**19.0**	**72**	74	4	**18.5**	**63**	64	3	**21.3**	**65**	62	3	**20.7**	**69**	69	3	**23.0**	**85**	19	**DAL**	388	409	-21
Hardy	63	3	**21.0**	**63**	63	3	**21.0**	**72**	68	4	**17.0**	**73**	79	4	**19.8**	**60**	56	3	**18.7**	**51**	56	3	**18.7**	**64**	20	**HAR**	385	383	2
Peirce	47	2	**23.5**	**41**	37	2	**18.5**	**67**	67	3	**22.3**	**51**	51	3	**17.0**	**61**	64	3	**21.3**	**56**	55	3	**18.3**	**59**	16	**PEI**	321	335	-14
Stratton	69	3	**23.0**	**69**	76	4	**19.0**	**54**	57	3	**19.0**	**84**	86	4	**21.5**	**74**	78	4	**19.5**	**86**	86	4	**21.5**	**70**	22	**STR**	452	437	15
Thompson	92	4	**23.0**	**86**	82	4	**20.5**	**91**	88	4	**22.0**	**97**	94	4	**23.5**	**86**	92	4	**23.0**	**86**	91	4	**22.8**	**76**	24	**THO**	539	522	17
																							TOTALS:		138		2853	2900	-47
Totals:	448	21	21.3	434	434	22	19.7	497	497	25	19.9	487	496	24	20.7	482	491	23	21.3	476	487	23	21.2	524	138		2853	2900	-47

Menotomy	PK
	102

Gibbs	6	LC	Ave
	527	5	**105.4**

Ottoson	7	LC	Ave	8	LC	Ave
	466	5	**93.2**	500	5	**100.0**

AHS	9	10	11	12
	424	444	405	408

OOD	OK	1	2	3	4	5	6	7	8	9	10	11	12	12+
	0	0	1	2	2	0	4	1	6	7	6	7	7	13

Program Enrollments

METCO		**Elem**		**Gibbs**		**OMS**		**AHS**	
K-5	20	A	31	A	4	C	10	C	20
6-8	16	B	7	B	4	R	17	R	38
9-12	26	C	13	C	2	S	8	S	23
		D	6.0	D	8				
Total	**62**	**Total**	**57**	**Total**	**18**	**Total**	**35**	**Total**	**81**

	2024	2023	Diff.
MEN	102	79	23
GIBBS	527	468	59
OTT	966	941	25
AHS	1681	1609	72
OOD	56	54	2
APS	6185	6051	134

Superintendent's Update 1/9/2025

Arlington Public Schools
Education That Empowers

PowerSchool Security Breach Update

Email to families on 1/8/25: We are writing to inform you about a national cybersecurity breach involving PowerSchool, the student information system provider used by Arlington Public Schools and many other districts across the country. The breach occurred in late December, and we were notified yesterday afternoon. PowerSchool has confirmed that unauthorized access to their systems has compromised data for potentially millions of users nationwide and worldwide. At this time, we are investigating the full extent of the breach and its impact on the Arlington community. However, it appears that personal contact information, such as addresses, phone numbers, and email addresses, may have been accessed. We therefore urge families and staff to remain vigilant for potential email or phone scams in the coming weeks. This incident, along with PowerSchool's delay in reporting it to us, is deeply concerning. PowerSchool has assured its customers that the incident has been contained and that there is no evidence of continued unauthorized activity.

We are confident that:

- Demographic information (name, address, phone) for current and former students, families, and staff were accessed;
- License information for staff were accessed;
- Information is no longer able to be accessed and PowerSchool servers are being monitored for threats;
- More sensitive information was accessed for a very limited number of students who graduated before 2016, who will receive individual outreach;
- Powerschool is assuring us that information has been deleted, but we still recommend proceeding with caution;
- The nature of data accessed is consistent with attacks intended to conduct identity theft and phishing attempts.

Superintendent's Update 1/9/2025

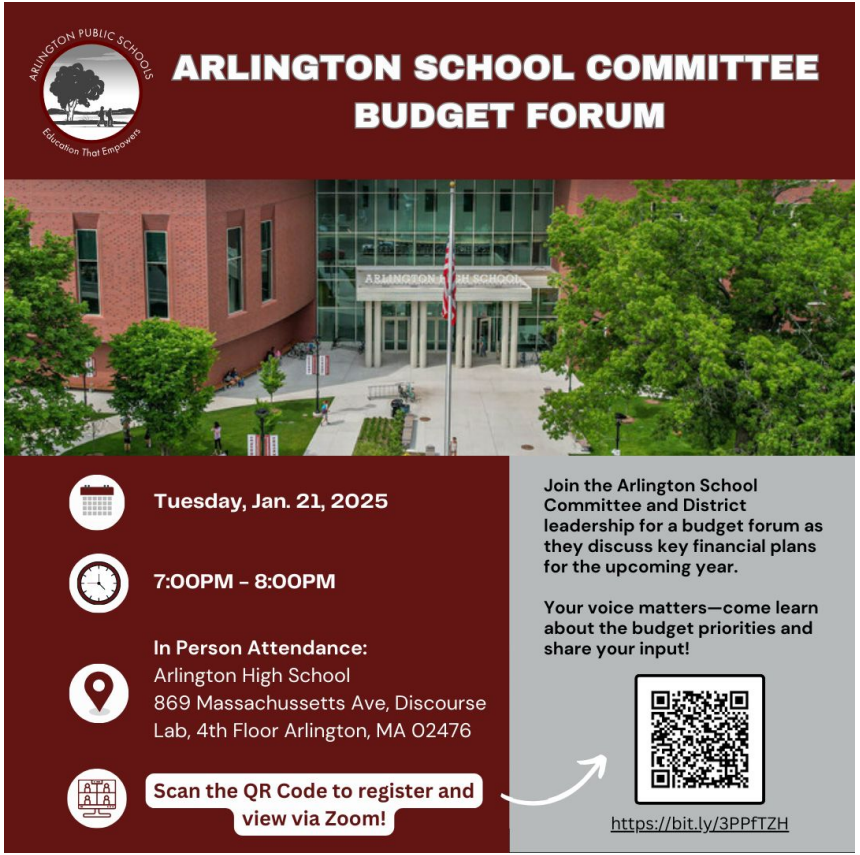
Arlington Public Schools
Education That Empowers

Arlington Schools Budget Community Forum
January 21st, 2025: 7pm-8pm

All Arlington community members are invited to attend a Budget Forum hosted by the Arlington School Committee and Superintendent of Schools to learn how the Arlington Public Schools are funded, how the budget is created, and what is being considered for next year, with a question & answer period at the end.

Participants may attend in person or stream via zoom (note zoom will not be interactive).

Questions can be submitted in advance, and we will send a link for submitting questions with a reminder next week.



Superintendent's Update 1/9/2025

Arlington Public Schools
Education That Empowers

- Kindergarten Registration Target Launch Date: 2/3/2025
- Lunar New Year Celebration at Arlington High School on Saturday, January 25th:
  - Activities from 4-6 with a Performance from 6-8!
  - Free and open to all!
- Transportation Move to 27 Maple St
  - Move to happen by the week of January 20th
  - Thank you to Facilities team for quick turnaround of renovations to the new office spaces!
  - Thank you to Furniture Trust in Arlington for donated furniture!
- Website Navigation Updates: Feedback Welcome!
- Administrative Hiring Searches:
  - Middle School Special Education Coordinator
- Enrollments





Town of Arlington, Massachusetts

7:55 p.m. Consent Agenda (P. Schlichtman)

Summary:
*Warrant #25156, 1-9-2025, $1,007,219.24
*School Committee Meeting DRAFT Minutes, December 19, 2024

ATTACHMENTS:

	Type	File Name	Description
🗋	Warrant	Warrant_#25156__1-9-2025__$1_007_219.24.pdf	Warrant #25156, 1-9-2025, $1,007,219.24
🗋	Minutes	Arlington_School_Committee_DRAFT_Meeting_Minutes_-_December_19__2024.pdf	DRAFT Meeting Minutes - December 19, 2024

Docusign Envelope ID: F8190DAC-60D1-48E8-8904-A0D9B7E93E70

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number: 25156 Total Warrant Amount: $1,007,219.24

Dated: 1/9/2025

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Signed by:
Francis Gorski
71D46A82CEC8445...

Superintendent of Schools/Chief Financial Officer

DocuSigned by:
7798F1DD718442C...

School Committee

Signed by:
Laura Gitelson
DA6FBF16C4E34E3...

School Committee

DocuSigned by:
Elizabeth Exton
590D0DC57A73463...

Signed by:
Jeff Thielman
8BD512C9C725425...

School Committee

School Committee

Docusign Envelope ID: F8190DAC-60D1-48E8-8904-A0D9B7E93E70

DATE: 01/09/2025 WARRANT: 25156 AMOUNT: $ 1,007,219.24

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS INDICATED.

TOWN MANAGER

DocuSigned by:
James Feeney 1/6/2025
10420297607D480...

COMPTROLLER

DocuSigned by:
ida cody 1/6/2025
C6A066A75DFB438...

Docusign Envelope ID: F8190DAC-60D1-48E8-8904-A0D9B7E93E70

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
39400	ABCO RENTAL & STORAGE	00000	250159	INV	01/09/2025	131138		515853		
	1 03325212 520416 4110	FAC Custod	CTR PROFES			90.00				
		Invoice Net				90.00				
						CHECK TOTAL	90.00			----------
32298	ABDELNOUR, ANNALISE	00000	252600	INV	01/09/2025	REIMCHARLIECARD		516409		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			90.00				
		Invoice Net				90.00				
						CHECK TOTAL	90.00			----------
26864	ACCO BRANDS USA LLC	00003	251771	INV	01/09/2025	4729302575		516211		
	1 03130042 520518 2415	HARDY Elem	SM INSTRUC			347.00				
		Invoice Net				347.00				
						CHECK TOTAL	347.00			----------
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L10484-00		516245		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			272.60				
		Invoice Net				272.60				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L10080-00		516247		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			866.22				
		Invoice Net				866.22				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	K91627-00		516248		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			396.29				
		Invoice Net				396.29				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L05708-00		516249		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			370.81				
		Invoice Net				370.81				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L11371-00		516250		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			649.08				
		Invoice Net				649.08				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L00454-00		516252		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			686.35				
		Invoice Net				686.35				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	K79339-00		516253		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			358.16				
		Invoice Net				358.16				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	K99565-00		516257		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			1,208.06				
		Invoice Net				1,208.06				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L22088-00		516874		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			1,431.50				
		Invoice Net				1,431.50				
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	L21390-00		516875		
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			1,397.54				

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				Invoice Net			1,397.54		
41449	ACE ENDICO CORP	00000	251813	INV	01/09/2025	K99732-00		516876	
	1 12113902 520514 3520	EXTEND DAY	SM FOOD SU			653.01			
		Invoice Net				653.01			

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 8,289.62			----------
70045	ACTION LOCK & KEY INC	00000	250166	INV	01/09/2025	31445643	515844		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			84.50			
		Invoice Net				84.50			
70045	ACTION LOCK & KEY INC	00000	250166	INV	01/09/2025	31564330	516318		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			107.00			
		Invoice Net				107.00			
70045	ACTION LOCK & KEY INC	00000	250166	INV	01/09/2025	31542011	516319		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			52.00			
		Invoice Net				52.00			
						CHECK TOTAL 243.50			----------
43245	ADAMS, SOPHIE BARNES	00000	253264	INV	01/09/2025	Embroidery 11/27/24	516445		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			600.00			
		Invoice Net				600.00			
						CHECK TOTAL 600.00			----------
25846	ADVANCED MAINTENANCE S	00001	250864	INV	01/09/2025	7141	516321		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			26,347.00			
		Invoice Net				26,347.00			
						CHECK TOTAL 26,347.00			----------
43607	ALLEN, THOMAS H	00000	253272	INV	01/09/2025	Biking Fall24	516453		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			600.00			
		Invoice Net				600.00			
						CHECK TOTAL 600.00			----------
43477	ALMOND, ERIN & STEVEN	00000	251210	INV	01/09/2025	ALMONDSTTLMNTREIMOCT	516359		
	1 03233062 520645 9300	SpEd Out o	OE TUITION			4,156.88			
		Invoice Net				4,156.88			
43477	ALMOND, ERIN & STEVEN	00000	251249	INV	01/09/2025	REIMMILEAGE_NOV24	516608		
	1 03343102 520404 3300	TRANSP Tra	CTR CONTRA			503.94			
		Invoice Net				503.94			
						CHECK TOTAL 4,660.82			----------
38648	AMAZON CAPITAL SERVICE	00001	252550	INV	01/09/2025	1G3N-974V-DPMW	516256		
	1 12345 520619 3520	GILBERT &	OE MISC EX			179.95			
		Invoice Net				179.95			
38648	AMAZON CAPITAL SERVICE	00001	251598	INV	01/09/2025	1NFM-9FD4-NRXT	516791		

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	1 12055	520506 3520	OUTDOOR ED	SM CURRICU			11.95			
			Invoice Net				11.95			
						CHECK TOTAL	191.90			----------
32127	ARLINGTON MUNICIPAL SO	00001	250151	INV	01/09/2025		ES-18141		515851	
	1 03325202 520628 4130		FAC Facili	OE POWER E			6,734.48			
			Invoice Net				6,734.48			

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
32127	ARLINGTON MUNICIPAL SO	00001	250151	INV	01/09/2025	ES-17937		515852		
	1 03325202 520628 4130		FAC Facili	OE POWER E		5,588.44				
			Invoice Net			5,588.44				
						CHECK TOTAL	12,322.92			----------
1195	AMERICAN ALARM & COMMU	00000	250697	INV	01/09/2025	1581354		515834		
	1 03325202 520418 4225		FAC Facili	CTR SECURI		12,663.63				
			Invoice Net			12,663.63				
1195	AMERICAN ALARM & COMMU	00000	253013	INV	01/09/2025	1588066		516317		
	1 03325202 520418 4225		FAC Facili	CTR SECURI		475.02				
			Invoice Net			475.02				
						CHECK TOTAL	13,138.65			----------
41646	AMERIPRINT LLC	00000	253086	INV	01/09/2025	25616		516243		
	1 03010052 520525 2430		AHS Second	SM REPRO P		88.00				
			Invoice Net			88.00				
						CHECK TOTAL	88.00			----------
41257	ANDERSON, DANIEL S	00000	253318	INV	01/09/2025	2067		516244		
	1 03214012 520416 1210		ADMIN Supe	CTR PROFES		9,500.00				
			Invoice Net			9,500.00				
						CHECK TOTAL	9,500.00			----------
70197	APPLE INC.	00005	252140	INV	01/09/2025	MB30549522		516357		
	1 03233012 520605 2451		SpEd Speci	OE COMPUTE		1,598.00				
			Invoice Net			1,598.00				
						CHECK TOTAL	1,598.00			----------
28170	ARLINGTON AMERICAN LEG	00000	253156	INV	01/09/2025	00372ACE - Fall24		516277		
	1 12013801 520630 6200		COMED ADMI	OE RENTALS		600.00				
			Invoice Net			600.00				
						CHECK TOTAL	600.00			----------
1376	ARLINGTON COAL & LUMBE	00000	250698	INV	01/09/2025	1248636		515843		
	1 03325202 520503 4220		FAC Facili	SM CARPENT		140.61				
			Invoice Net			140.61				

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						CHECK TOTAL	140.61			----------
1446	ARLMONT GLASS CO	00000	252760	INV	01/09/2025	9414		516320		
	1 03325202 520530 4220	FAC Facili	SM WINDOW			748.56				
		Invoice Net				748.56				
						CHECK TOTAL	748.56			----------
30796	AUTOMATED BUILDING SYS	00002	252022	INV	01/09/2025	SD18033		515833		
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			820.00				
		Invoice Net				820.00				
30796	AUTOMATED BUILDING SYS	00002	252022	INV	01/09/2025	SD18103		516553		

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
	1 03325202 520411 4220	FAC Facili	CTR HVAC C			410.00				
		Invoice Net				410.00				
						CHECK TOTAL	1,230.00			----------
70350	BARNES & NOBLE, INC.	00002	252822	INV	01/09/2025	4602537		516478		
	1 10092024 520508 2410	EARLY PART	SM EDUCATI			474.79				
		Invoice Net				474.79				
70350	BARNES & NOBLE, INC.	00002	252917	INV	01/09/2025	4601502		516508		
	1 03994022 520508 1230	DIV EQUTY	SM EDUCATI			185.36				
		Invoice Net				185.36				
						CHECK TOTAL	660.15			----------
29535	BATTERY PROS RETAIL BA	00000	253304	INV	01/09/2025	1907801036902		516316		
	1 03325202 520513 4220	FAC Facili	SM FLOORIN			647.40				
		Invoice Net				647.40				
						CHECK TOTAL	647.40			----------
32788	ANN KEGEL-BAUSMAN	00000	253268	INV	01/09/2025	Mandala 11/13/24		516449		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			160.00				
	2 12013802 520518 6200	ADULT FALL	SM INSTRUC			60.00				
		Invoice Net				220.00				
						CHECK TOTAL	220.00			----------
24583	BAYSTATE INTERPRETERS,	00001	251361	INV	01/09/2025	364463		516381		
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			1,600.00				
		Invoice Net				1,600.00				
24583	BAYSTATE INTERPRETERS,	00001	251361	INV	01/09/2025	364466		516405		
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			162.50				
		Invoice Net				162.50				
						CHECK TOTAL	1,762.50			----------
18572	BEEBE, FRANK	00000	252619	INV	01/09/2025	585		516375		

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	1	03256022	520402	3510	ATHLETICS	CTR ATHLET		66.36			
	2	03256082	520402	3510	ATHLETICS	CTR ATHLET		6.64			
	3	03256092	520402	3510	ATHLETICS	CTR ATHLET		66.36			
	4	03256192	520402	3510	ATHLETICS	CTR ATHLET		6.64			
					Invoice Net			146.00			
							CHECK TOTAL		146.00		----------
39028	BELLON, LAUREN		00000	252392	INV	01/09/2025		REIMMILEAGENOV24		516374	
	1	03343102	520404	3300	TRANSP Tra	CTR CONTRA		231.88			
					Invoice Net			231.88			
							CHECK TOTAL		231.88		----------
43733	BERJOAN, LUCIE		00000	253149	INV	01/09/2025		REIMALANWKSHPREG		516272	
	1	03221022	520629	2354	C&I Englis	OE PROFESS		350.00			
					Invoice Net			350.00			

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	350.00			----------
24933	BIO CORPORATION	00001	252677	INV	01/09/2025	1071256		516266		
	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			1,703.56				
		Invoice Net				1,703.56				
						CHECK TOTAL	1,703.56			----------
32536	BLICK ART MATERIALS	00004	252689	INV	01/09/2025	4267238		516271		
	1 03010052 520522 3510	AHS Second	SM MISC SU			450.55				
		Invoice Net				450.55				
						CHECK TOTAL	450.55			----------
41967	BLW ENGINEERS INC	00000	245030	INV	01/09/2025	24009-9		516563		
	1 23201921 582010	ARPA DESGN	HVAC			1,000.00				
		Invoice Net				1,000.00				
						CHECK TOTAL	1,000.00			----------
43673	BONIKOWSKI, ANNA	00000	253266	INV	01/09/2025	Assist Fall24		516447		
	1 12013802 510328 6200	ADULT FALL	OS TEMPORA			240.00				
		Invoice Net				240.00				
						CHECK TOTAL	240.00			----------
22234	THE BOOK RACK	00001	252340	INV	01/09/2025	328377		516261		
	1 03141162 520528 2410	PEIRCE Lib	SM TEXTBOO			475.97				
		Invoice Net				475.97				
22234	THE BOOK RACK	00001	252709	INV	01/09/2025	328323		516263		
	1 03021152 520528 2410	OMS SOCIAL	SM TEXTBOO			315.00				
		Invoice Net				315.00				

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22234	THE BOOK RACK	00001	252634	INV	01/09/2025	328374		516264		
1	03140042 520528 2410 PEIRCE Ele SM TEXTBOO					484.40				
	Invoice Net					484.40				
22234	THE BOOK RACK	00001	252340	INV	01/09/2025	329188		516265		
1	03141162 520528 2410 PEIRCE Lib SM TEXTBOO					504.91				
	Invoice Net					504.91				
22234	THE BOOK RACK	00001	253091	INV	01/09/2025	328703		516270		
1	03011152 520528 2410 AHS Social SM TEXTBOO					52.99				
	Invoice Net					52.99				
					CHECK TOTAL		1,833.27			----------
28101	BOUTILIER, KEVIN	00000	252619	INV	01/09/2025	581		516378		
1	03256022 520402 3510 ATHLETICS CTR ATHLET					44.09				
2	03256082 520402 3510 ATHLETICS CTR ATHLET					4.41				
3	03256092 520402 3510 ATHLETICS CTR ATHLET					44.09				
4	03256192 520402 3510 ATHLETICS CTR ATHLET					4.41				
	Invoice Net					97.00				
					CHECK TOTAL		97.00			----------

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
30897	BRUNO, JEFF	00000	251186	INV	01/09/2025	REIMB_TJS_163798		516267		
1	12393202 520619 2440 GUIDANCE R OE MISC EX					10.48				
	Invoice Net					10.48				
30897	BRUNO, JEFF	00000	251186	INV	01/09/2025	REI_JTS_105415		516268		
1	12393202 520619 2440 GUIDANCE R OE MISC EX					20.45				
	Invoice Net					20.45				
					CHECK TOTAL		30.93			----------
43654	BURLINGTON NICKS PLACE	00000	253203	INV	01/09/2025	12.17.24_KNUPP		516849		
1	03221092 520518 2415 C&I ELL SM INSTRUC					172.50				
	Invoice Net					172.50				
					CHECK TOTAL		172.50			----------
39024	BUTTERNUT BAKEHOUSE	00001	251040	INV	01/09/2025	000145		516258		
1	12285 520619 2210 FRIENDS OF OE MISC EX					200.00				
	Invoice Net					200.00				
39024	BUTTERNUT BAKEHOUSE	00001	251040	INV	01/09/2025	000141		516259		
1	12285 520619 2210 FRIENDS OF OE MISC EX					200.00				
	Invoice Net					200.00				
39024	BUTTERNUT BAKEHOUSE	00001	251040	INV	01/09/2025	000146		516260		
1	12285 520619 2210 FRIENDS OF OE MISC EX					200.00				
	Invoice Net					200.00				
					CHECK TOTAL		600.00			----------

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42892	BYRNE, TIMOTHY	00000	252619	INV	01/09/2025	571		516380			
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09					
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41					
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09					
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41					
		Invoice Net				97.00					
					CHECK TOTAL		97.00				----------
71020	C.A.S.E. COLLABORATIVE	00001	253010	INV	01/09/2025	ST2411-0006		516463			
1	03233062 520645 9400	SpEd Out o	OE TUITION			9,108.09					
		Invoice Net				9,108.09					
					CHECK TOTAL		9,108.09				----------
70733	CAPITAL CARPET & FLOOR	00000	252594	INV	01/09/2025	27944		516481			
1	12345 520619 3520	GILBERT &	OE MISC EX			960.00					
		Invoice Net				960.00					
					CHECK TOTAL		960.00				----------
71159	CARDINAL CUSHING CENTE	00000	250077	INV	01/09/2025	89291		516420			
1	03233062 520645 9300	SpEd Out o	OE TUITION			26,976.20					
		Invoice Net				26,976.20					
					CHECK TOTAL		26,976.20				----------

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
26998	CARLSON,CHRIS	00000	252674	INV	01/09/2025	REIMMILEAGENOV24		516362		
1	03233002 520603 2110	SpEd Speci	OE BUSINES			22.78				
		Invoice Net				22.78				
					CHECK TOTAL		22.78			----------
43028	CARR, MELISSA H	00000	253263	INV	01/09/2025	Tools 11/6/24		516444		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			500.00				
		Invoice Net				500.00				
					CHECK TOTAL		500.00			----------
42451	CARTWHEEL HEALTH SERVI	00001	253253	INV	01/09/2025	1402		516775		
1	10222024 520416 2710	SAMSHA	CTR PROFES			11,055.97				
2	10222025 520416 2710	SAMSHA	CTR PROFES			13,944.03				
3	11002025 520416 2800	SAFE SCHOO	CTR PROFES			5,000.00				
		Invoice Net				30,000.00				
42451	CARTWHEEL HEALTH SERVI	00001	253253	INV	01/09/2025	1458		516776		
1	10222024 520416 2710	SAMSHA	CTR PROFES			11,055.97				
2	10222025 520416 2710	SAMSHA	CTR PROFES			13,944.03				
3	11002025 520416 2800	SAFE SCHOO	CTR PROFES			5,000.00				
		Invoice Net				30,000.00				

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					CHECK TOTAL	60,000.00			----------
43698	CELA, ORLANDO	00000	253107	INV	01/09/2025	Concert_JudgeCO#1		516216	
1	03221172 520416 2420	C&I Music	CTR PROFES			125.00			
		Invoice Net				125.00			
					CHECK TOTAL	125.00			----------
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2793		516349	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			1,262.88			
		Invoice Net				1,262.88			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2799		516350	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			468.72			
		Invoice Net				468.72			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2806		516351	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			500.36			
		Invoice Net				500.36			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2810		516352	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			135.12			
		Invoice Net				135.12			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2798		516468	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			317.76			
		Invoice Net				317.76			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2800		516469	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			363.60			
		Invoice Net				363.60			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2783		516470	
1	03233012 520416 2330	SpEd Speci	CTR PROFES			296.64			
		Invoice Net				296.64			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2782	516471		
1	03233012 520416 2330	SpEd Speci	CTR PROFES			452.16			
		Invoice Net				452.16			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2769	516472		
1	03233012 520416 2330	SpEd Speci	CTR PROFES			587.04			
		Invoice Net				587.04			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2762	516473		
1	03233012 520416 2330	SpEd Speci	CTR PROFES			90.24			
		Invoice Net				90.24			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2764	516474		
1	03233012 520416 2330	SpEd Speci	CTR PROFES			1,239.36			
		Invoice Net				1,239.36			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2765	516475		
1	03233012 520416 2330	SpEd Speci	CTR PROFES			1,226.28			
		Invoice Net				1,226.28			
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2766	516476		

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	1 03233012 520416 2330	SpEd Speci	CTR PROFES			360.12				
		Invoice Net				360.12				
34159	JAMES M. DONAHER	00001	250004	INV	01/09/2025	22-2790		516477		
	1 03233012 520416 2330	SpEd Speci	CTR PROFES			192.84				
		Invoice Net				192.84				
					CHECK TOTAL		7,493.12			----------
43382	COFFMAN SPECIALTIES CO	00000	251197	INV	01/09/2025	17850		516254		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			222.19				
		Invoice Net				222.19				
					CHECK TOTAL		222.19			----------
25897	COMBUSTION SERVICE COM	00000	250865	INV	01/09/2025	36693		516555		
	1 03325202 520403 4220	FAC Facili	CTR BOILER			895.00				
		Invoice Net				895.00				
					CHECK TOTAL		895.00			----------
12853	CONSILVIO, EDWARD	00000	252619	INV	01/09/2025	004		516382		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			33.18				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			3.32				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			33.18				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			3.32				
		Invoice Net				73.00				
12853	CONSILVIO, EDWARD	00000	252619	INV	01/09/2025	576		516383		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			66.36				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			6.64				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			66.36				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			6.64				
		Invoice Net				146.00				
					CHECK TOTAL		219.00			----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
41587	CORBIN SEATING COMPANY	00000	250438	INV	01/09/2025	634		515854		
	1 03325202 520620 4220	FAC Facili	OE MISC MA			2,000.00				
	2 03325202 520620 4220	FAC Facili	OE MISC MA			950.00				
		Invoice Net				2,950.00				
					CHECK TOTAL		2,950.00			----------
29257	COSTA, MIKE	00000	252619	INV	01/09/2025	588		516384		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41				
		Invoice Net				97.00				

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						CHECK TOTAL	97.00		----------
40565	CROWE, DOREEN	00000	252212	INV	01/09/2025	REIMMILEAGENOV24		516486	
	1 03992012 520508 2354 SYST HEALT SM EDUCATI					30.02			
	Invoice Net					30.02			
						CHECK TOTAL	30.02		----------
33483	CRYSTAL ROCK LLC	00000	253158	INV	01/09/2025	23890048 111824		516279	
	1 12013801 520523 6200 COMED ADMI SM OFFICE					21.16			
	Invoice Net					21.16			
						CHECK TOTAL	21.16		----------
40814	COVENEY, NADIDAH	00000	253199	INV	01/09/2025	3038		516482	
	1 11082025 520416 2440 METCO GRAN CTR PROFES					4,750.00			
	Invoice Net					4,750.00			
						CHECK TOTAL	4,750.00		----------
71176	D'AGOSTINO'S DELI	00001	250765	INV	01/09/2025	31818/		516484	
	1 12285 520619 2210 FRIENDS OF OE MISC EX					189.39			
	Invoice Net					189.39			
71176	D'AGOSTINO'S DELI	00001	251981	INV	01/09/2025	31745/		516485	
	1 03214012 520514 1210 ADMIN Supe SM FOOD SU					105.00			
	Invoice Net					105.00			
						CHECK TOTAL	294.39		----------
41628	DAILY, RYE	00000	253130	INV	01/09/2025	REIMMILEAGEOCT24		516487	
	1 03221192 520416 3520 C&I Physic CTR PROFES					3.75			
	Invoice Net					3.75			
						CHECK TOTAL	3.75		----------
43656	DELANEY, SUSAN	00000	253265	INV	01/09/2025	Pilates-12-11-24		516446	
	1 12013802 510102 6200 ADULT FALL PS TEACHER					800.00			
	Invoice Net					800.00			
						CHECK TOTAL	800.00		----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
71246	DEMCO, INC.	00005	253105	INV	01/09/2025	7579677		516510		
	1 03161162 520528 2410 THOMPSON L SM TEXTBOO					286.33				
	Invoice Net					286.33				
						CHECK TOTAL	286.33			----------
43064	DERISIER, LUMYR	00000	252747	INV	01/09/2025	0002.		516536		
	1 03010052 520416 2420 AHS Second CTR PROFES					700.00				
	Invoice Net					700.00				

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						CHECK TOTAL	700.00			----------
18399	DEVEREAUX	00002	251412	INV	01/09/2025	12052401370478		516462		
	1 03233062 520645 9300 SpEd Out o OE TUITION					5,401.35				
	Invoice Net					5,401.35				
						CHECK TOTAL	5,401.35			----------
42869	DEVLIN, MICHAEL	00000	252619	INV	01/09/2025	550		516385		
	1 03256022 520402 3510 ATHLETICS CTR ATHLET					88.18				
	2 03256082 520402 3510 ATHLETICS CTR ATHLET					8.82				
	3 03256092 520402 3510 ATHLETICS CTR ATHLET					88.18				
	4 03256192 520402 3510 ATHLETICS CTR ATHLET					8.82				
	Invoice Net					194.00				
						CHECK TOTAL	194.00			----------
30700	DINGMAN,THAD	00000	253196	INV	01/09/2025	REIMAIRTIXELNATCONF		516515		
	1 03221222 520629 2354 C&I Profes OE PROFESS					1,142.80				
	Invoice Net					1,142.80				
						CHECK TOTAL	1,142.80			----------
30560	NRG BUSINESS MARKETING	00002	250143	INV	01/09/2025	HS44578236		516169		
	1 03325202 520623 4120 FAC Facili OE NATURAL					1,859.20				
	Invoice Net					1,859.20				
						CHECK TOTAL	1,859.20			----------
2890	DRAIN DOCTOR INC	00000	250702	INV	01/09/2025	261473		516325		
	1 03325202 520415 4220 FAC Facili CTR PLUMBI					260.00				
	Invoice Net					260.00				
						CHECK TOTAL	260.00			----------
42609	METROPOLITAN FOODS INC	00000	251121	INV	01/09/2025	367771		516488		
	1 03011042 520518 2415 AHS Family SM INSTRUC					363.80				
	Invoice Net					363.80				
42609	METROPOLITAN FOODS INC	00000	251121	INV	01/09/2025	362949		516489		
	1 03011042 520518 2415 AHS Family SM INSTRUC					163.74				
	Invoice Net					163.74				
42609	METROPOLITAN FOODS INC	00000	251121	INV	01/09/2025	362951		516490		
	1 03011042 520518 2415 AHS Family SM INSTRUC					120.48				
	Invoice Net					120.48				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC	00000	251121	INV	01/09/2025	362950	516491		
	1 03011042 520518 2415 AHS Family SM INSTRUC					123.95			
	Invoice Net					123.95			
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	356198	516492		

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	1 03011042 520518 2415	AHS Family SM INSTRUC				411.96			
		Invoice Net				411.96			
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	356199		516493	
	1 03011042 520518 2415	AHS Family SM INSTRUC				96.19			
		Invoice Net				96.19			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	348430		516494	
	1 10005 520514	SCHOOL FOO SM FOOD SU				3,118.87			
		Invoice Net				3,118.87			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	348433		516495	
	1 10005 520514	SCHOOL FOO SM FOOD SU				30.30			
		Invoice Net				30.30			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	348434		516496	
	1 10005 520514	SCHOOL FOO SM FOOD SU				4,919.10			
		Invoice Net				4,919.10			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	348429		516497	
	1 10005 520514	SCHOOL FOO SM FOOD SU				334.79			
		Invoice Net				334.79			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343493		516498	
	1 10005 520514	SCHOOL FOO SM FOOD SU				2,241.89			
		Invoice Net				2,241.89			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343494		516499	
	1 10005 520514	SCHOOL FOO SM FOOD SU				217.17			
		Invoice Net				217.17			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343555		516500	
	1 10005 520514	SCHOOL FOO SM FOOD SU				4,087.33			
		Invoice Net				4,087.33			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343556		516501	
	1 10005 520514	SCHOOL FOO SM FOOD SU				80.25			
		Invoice Net				80.25			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343491		516502	
	1 10005 520514	SCHOOL FOO SM FOOD SU				6,506.59			
		Invoice Net				6,506.59			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343492		516503	
	1 10005 520514	SCHOOL FOO SM FOOD SU				5,791.66			
		Invoice Net				5,791.66			
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	343488		516504	
	1 03011042 520518 2415	AHS Family SM INSTRUC				266.33			
		Invoice Net				266.33			
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	374417		516505	
	1 03011042 520518 2415	AHS Family SM INSTRUC				330.16			
		Invoice Net				330.16			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	356196		516506	
	1 10005 520514	SCHOOL FOO SM FOOD SU				2,561.94			
		Invoice Net				2,561.94			

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42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	356197	516516
1	10005 520514	SCHOOL FOO	SM FOOD SU			298.79	
		Invoice Net				298.79	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	356200	516517
1	10005 520514	SCHOOL FOO	SM FOOD SU			8,562.31	
		Invoice Net				8,562.31	
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	362947	516518
1	03011042 520518 2415	AHS Family	SM INSTRUC			140.25	
		Invoice Net				140.25	
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	362948	516519
1	03011042 520518 2415	AHS Family	SM INSTRUC			41.12	
		Invoice Net				41.12	
42609	METROPOLITAN FOODS INC	00000	251123	INV	01/09/2025	367772	516520
1	03011042 520518 2415	AHS Family	SM INSTRUC			76.21	
		Invoice Net				76.21	
42609	METROPOLITAN FOODS INC	00000	251102	INV	01/09/2025	362952	516521
1	03021042 520518 2415	OMS Family	SM INSTRUC			146.19	
		Invoice Net				146.19	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	222807	516856
1	10005 520514	SCHOOL FOO	SM FOOD SU			10,759.42	
		Invoice Net				10,759.42	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374411	516857
1	10005 520514	SCHOOL FOO	SM FOOD SU			2,459.99	
		Invoice Net				2,459.99	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374412	516858
1	10005 520514	SCHOOL FOO	SM FOOD SU			209.46	
		Invoice Net				209.46	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374413	516859
1	10005 520514	SCHOOL FOO	SM FOOD SU			75.00	
		Invoice Net				75.00	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374414	516860
1	10005 520514	SCHOOL FOO	SM FOOD SU			3,291.84	
		Invoice Net				3,291.84	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374415	516861
1	10005 520514	SCHOOL FOO	SM FOOD SU			832.26	
		Invoice Net				832.26	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374416	516862
1	10005 520514	SCHOOL FOO	SM FOOD SU			336.58	
		Invoice Net				336.58	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374418	516863
1	10005 520514	SCHOOL FOO	SM FOOD SU			1,006.20	
		Invoice Net				1,006.20	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374419	516864
1	10005 520514	SCHOOL FOO	SM FOOD SU			8,176.78	
		Invoice Net				8,176.78	
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374420	516865
1	10005 520514	SCHOOL FOO	SM FOOD SU			1,185.89	
		Invoice Net				1,185.89	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	374421	516866		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			145.10			
		Invoice Net				145.10			
42609	METROPOLITAN FOODS INC	00000	251367	INV	01/09/2025	343487	516870		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			8,081.11			
		Invoice Net				8,081.11			
						CHECK TOTAL 77,591.00			----------
2908	DUDLEY AUTOMOTIVE SERV	00000	250014	INV	01/09/2025	33405	516372		
	1 03345302 520621 3300	TRANSP Tra	OE MOTOR V			35.00			
		Invoice Net				35.00			
2908	DUDLEY AUTOMOTIVE SERV	00000	250014	INV	01/09/2025	33329	516373		
	1 03345302 520621 3300	TRANSP Tra	OE MOTOR V			175.74			
		Invoice Net				175.74			
						CHECK TOTAL 210.74			----------
18240	DUFFY, JUDITH A	00000	251867	INV	01/09/2025	REIMTEATALK_DEC24	516512		
	1 12223005 520601 3520	FOREIGN LA	OE OTHER E			32.92			
		Invoice Net				32.92			
						CHECK TOTAL 32.92			----------
22653	ERIC ARMIN, INC.	00002	251631	INV	01/09/2025	INV1390079	516511		
	1 03221112 520518 2415	C&I Math	SM INSTRUC			63.20			
		Invoice Net				63.20			
						CHECK TOTAL 63.20			----------
16243	NICOLORO, JAMES	00000	251939	INV	01/09/2025	4546	516513		
	1 12355 520619 3520	MENOTOMY C	OE MISC EX			150.00			
		Invoice Net				150.00			
						CHECK TOTAL 150.00			----------
13769	EASTERN BUS COMPANY IN	00001	252829	INV	01/09/2025	102219-1124ARL	516514		
	1 11162024 520404 3300	SUMM PAC	CTR CONTRA			12,410.00			
		Invoice Net				12,410.00			
						CHECK TOTAL 12,410.00			----------
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV222719	516376		
	1 03233022 520416 2305	SpEd Pupil	CTR PROFES			322.00			
		Invoice Net				322.00			
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV222718	516377		
	1 03233012 520416 2305	SpEd Speci	CTR PROFES			322.00			
		Invoice Net				322.00			
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV222717	516379		
	1 03233012 520416 2305	SpEd Speci	CTR PROFES			181.14			
		Invoice Net				181.14			
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV223909	516605		
	1 03233022 520416 2305	SpEd Pupil	CTR PROFES			362.25			
		Invoice Net				362.25			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV223908	516606		
	1 03233012 520416 2305 SpEd Speci CTR PROFES					241.50			
	Invoice Net					241.50			
34229	EI US, LLC.	00003	251875	INV	01/09/2025	INV223907	516607		
	1 03233012 520416 2305 SpEd Speci CTR PROFES					181.14			
	Invoice Net					181.14			
						CHECK TOTAL 1,610.03			----------
43725	MCLAUGHLIN, KATHERINE	00000	253070	INV	01/09/2025	3038	516415		
	1 03233012 520518 2415 SpEd Speci SM INSTRUC					490.00			
	Invoice Net					490.00			
						CHECK TOTAL 490.00			----------
1847	EVERSOURCE	00192	250127	INV	01/09/2025	74011673030 12/09/24	516060		
	1 03325202 520628 4130 FAC Facili OE POWER E					118.20			
	Invoice Net					118.20			
1847	EVERSOURCE	00192	250127	INV	01/09/2025	74011670150 12/09/24	516061		
	1 03325202 520628 4130 FAC Facili OE POWER E					12,980.31			
	Invoice Net					12,980.31			
1847	EVERSOURCE	00192	250127	INV	01/09/2025	74010907538 12/02/24	516062		
	1 03325202 520628 4130 FAC Facili OE POWER E					8.78			
	Invoice Net					8.78			
1847	EVERSOURCE	00192	250127	INV	01/09/2025	74010894678 12/02/24	516063		
	1 03325202 520628 4130 FAC Facili OE POWER E					3.19			
	Invoice Net					3.19			
1847	EVERSOURCE	00192	250127	INV	01/09/2025	74010905466 12/02/24	516064		
	1 03325202 520628 4130 FAC Facili OE POWER E					3.19			
	Invoice Net					3.19			
						CHECK TOTAL 13,113.67			----------
71521	FABRIC CORNER,INC	00000	252356	INV	01/09/2025	11.26.24.SEWMACHINE	516522		
	1 12325 520619 3520 DRAMA GUIL OE MISC EX					339.00			
	Invoice Net					339.00			
71521	FABRIC CORNER,INC	00000	252100	INV	01/09/2025	11.26.24.POLYSTUFFIN	516523		
	1 12325 520619 3520 DRAMA GUIL OE MISC EX					38.97			
	Invoice Net					38.97			
						CHECK TOTAL 377.97			----------
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T617558	516584		
	1 10005 520514 SCHOOL FOO SM FOOD SU					408.60			
	Invoice Net					408.60			
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T617561	516586		
	1 10005 520514 SCHOOL FOO SM FOOD SU					111.34			
	Invoice Net					111.34			
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T617560	516587		
	1 10005 520514 SCHOOL FOO SM FOOD SU					450.32			
	Invoice Net					450.32			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T617559		516588		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			216.45				
		Invoice Net				216.45				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T616002		516610		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			277.35				
		Invoice Net				277.35				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T616003		516612		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			231.47				
		Invoice Net				231.47				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T616004		516613		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			596.25				
		Invoice Net				596.25				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T616005		516614		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			132.90				
		Invoice Net				132.90				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T622439		516852		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			405.00				
		Invoice Net				405.00				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T622440		516853		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			81.40				
		Invoice Net				81.40				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T622438		516854		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			161.60				
		Invoice Net				161.60				
21724	FANTINI BAKING CO., IN	00000	251862	INV	01/09/2025	T622437		516855		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			544.70				
		Invoice Net				544.70				
						CHECK TOTAL	3,617.38			----------
30173	FARMER, THOMAS	00000	252619	INV	01/09/2025	565		516386		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41				
		Invoice Net				97.00				
						CHECK TOTAL	97.00			----------
43005	FARRELL, JOHN	00000	252619	INV	01/09/2025	597		516387		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			33.18				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			3.32				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			33.18				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			3.32				
		Invoice Net				73.00				
						CHECK TOTAL	73.00			----------
15726	FEDERATION FOR CHILDRE	00000	250022	INV	01/09/2025	200-24-156		516479		
	1 03233002 520629 2354	SpEd Speci	OE PROFESS			499.00				
		Invoice Net				499.00				

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 499.00			----------
40938	FOLLETT CONTENT SOLUTI	00001	252349	INV	01/09/2025	466116	516524		
	1 03141162 520528 2410	PEIRCE Lib		SM TEXTBOO		1,336.51			
		Invoice Net				1,336.51			
						CHECK TOTAL 1,336.51			----------
71635	FRANCISCAN HOSPITAL FO	00000	250450	INV	01/09/2025	357	516459		
	1 03233062 520645 9300	SpEd Out o		OE TUITION		5,807.34			
		Invoice Net				5,807.34			
						CHECK TOTAL 5,807.34			----------
43526	GOLD STAR FOODS INC	00001	251865	INV	01/09/2025	3111096	516595		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		286.18			
		Invoice Net				286.18			
43526	GOLD STAR FOODS INC	00001	251865	INV	01/09/2025	3111390	516596		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		111.68			
		Invoice Net				111.68			
43526	GOLD STAR FOODS INC	00001	251865	INV	01/09/2025	3111095	516597		
	1 10005 520514	SCHOOL FOO		SM FOOD SU		202.42			
		Invoice Net				202.42			
						CHECK TOTAL 600.28			----------
71798	GOPHER	00001	253095	INV	01/09/2025	IN418162	516851		
	1 03121102 520518 2410	INSTRUCT		SM INSTRUC		258.56			
		Invoice Net				258.56			
						CHECK TOTAL 258.56			----------
73320	GOVCONNECTION, INC	00006	252905	INV	01/09/2025	75958437	516483		
	1 03160042 520518 2415	THOMPSON E		SM INSTRUC		120.02			
		Invoice Net				120.02			
						CHECK TOTAL 120.02			----------
41358	GURDIN, LISA	00000	251866	INV	01/09/2025	HIRECONSULT_DEC24	516354		
	1 03233012 520416 2330	SpEd Speci		CTR PROFES		12,908.00			
		Invoice Net				12,908.00			
						CHECK TOTAL 12,908.00			----------
43688	HARVARD ALPACA RANCH I	00000	252794	INV	01/09/2025	574	516529		
	1 03010052 520610 2440	AHS Second		OE FIELD T		350.00			
		Invoice Net				350.00			
						CHECK TOTAL 350.00			----------
33929	HIGHLAND SHREDDING, LL	00000	253152	INV	01/09/2025	47287	516805		
	1 12123520 520401 4220	BLDG USER		CTR CONTRA		9,750.00			
		Invoice Net				9,750.00			

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33929 HIGHLAND SHREDDING, LL 00000 251194 INV 01/09/2025 47004 516806

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03214012 520416 1210	ADMIN Supe		CTR PROFES		660.00			
		Invoice Net				660.00			
					CHECK TOTAL	10,410.00			----------
3633	HILLYARD INC	00001	252144	INV	01/09/2025	700613367	516054		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			3.60			
		Invoice Net				3.60			
3633	HILLYARD INC	00001	252144	INV	01/09/2025	700614060	516055		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			3.60			
		Invoice Net				3.60			
3633	HILLYARD INC	00001	252144	INV	01/09/2025	700615678	516056		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			1,451.38			
		Invoice Net				1,451.38			
3633	HILLYARD INC	00001	252144	INV	01/09/2025	700619059	516057		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			1,054.56			
		Invoice Net				1,054.56			
3633	HILLYARD INC	00001	252144	INV	01/09/2025	700619110	516058		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			330.00			
		Invoice Net				330.00			
3633	HILLYARD INC	00001	250849	INV	01/09/2025	605694369	516322		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			52.85			
	2 03325212 520507 4110	FAC Custod	SM CUSTODI			81.56			
		Invoice Net				134.41			
					CHECK TOTAL	2,977.55			----------
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	839239548	515835		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			98.86			
		Invoice Net				98.86			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	839495561	515836		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			2,297.20			
		Invoice Net				2,297.20			
40528	HD SUPPLY FACILITIES M	00001	250418	INV	01/09/2025	816044184	516654		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			927.80			
		Invoice Net				927.80			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	826293706	516656		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			49.97			
		Invoice Net				49.97			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	827598277	516657		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			718.05			
		Invoice Net				718.05			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	828264390	516660		
	1 03325212 520507 4110	FAC Custod	SM CUSTODI			41.28			

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				Invoice Net			41.28		
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025		829179779	516661	
1	03325212 520507 4110	FAC Custod		SM CUSTODI			228.96		
				Invoice Net			228.96		
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025		829584382	516662	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	03325212 520507 4110	FAC Custod		SM CUSTODI		507.50			
				Invoice Net		507.50			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	824438642	516663		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		152.80			
				Invoice Net		152.80			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	831369152	516664		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		248.00			
				Invoice Net		248.00			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832243083	516665		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		2,474.96			
				Invoice Net		2,474.96			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832243091	516666		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		39.90			
				Invoice Net		39.90			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	831991690	516667		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		1,757.85			
				Invoice Net		1,757.85			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832488290	516668		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		2,265.35			
				Invoice Net		2,265.35			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832488308	516669		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		48.85			
				Invoice Net		48.85			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832488316	516670		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		2,243.24			
				Invoice Net		2,243.24			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832488324	516671		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		45.21			
				Invoice Net		45.21			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832715361	516672		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		174.49			
				Invoice Net		174.49			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	832941751	516673		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		89.88			
				Invoice Net		89.88			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	833859457	516674		
1	03325212 520507 4110	FAC Custod		SM CUSTODI		794.80			
				Invoice Net		794.80			

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40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	833859432		516675	
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,088.90			
		Invoice Net				2,088.90			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	833859440		516676	
1	03325212 520507 4110	FAC Custod	SM CUSTODI			79.80			
		Invoice Net				79.80			
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	834095853		516677	
1	03325212 520507 4110	FAC Custod	SM CUSTODI			117.72			
		Invoice Net				117.72			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	834095846		516678		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			117.72				
		Invoice Net				117.72				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	834881492		516679		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			665.00				
		Invoice Net				665.00				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	834881500		516680		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			665.00				
		Invoice Net				665.00				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	835592296		516681		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			754.20				
		Invoice Net				754.20				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	835592304		516682		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,088.50				
		Invoice Net				2,088.50				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	841665458		516683		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,343.80				
		Invoice Net				2,343.80				
40528	HD SUPPLY FACILITIES M	00001	251321	INV	01/09/2025	841882640		516684		
1	03325212 520507 4110	FAC Custod	SM CUSTODI			2,088.50				
		Invoice Net				2,088.50				
						CHECK TOTAL	26,214.09			----------
42134	HUB GLASS SERVICES INC	00000	252808	INV	01/09/2025	65344		516050		
1	43002505 585088	SCH WEATHE	WEATHERIZA			9,921.00				
		Invoice Net				9,921.00				
						CHECK TOTAL	9,921.00			----------
43753	HULSE, KEVIN	00000	252619	INV	01/09/2025	564		516388		
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09				
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41				
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09				
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41				
		Invoice Net				97.00				

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						CHECK TOTAL	97.00			----------
43712	MERRITT, ROBERT A III	00000	253073	INV	01/09/2025	2404/1			516534	
1	03021222 520629 2358	OMS Profes	OE PROFESS			1,200.00				
		Invoice Net				1,200.00				
						CHECK TOTAL	1,200.00			----------
41801	ISRAEL, SVETLANA	00000	253269	INV	01/09/2025	1539 BollyX 12/9/24			516450	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			1,000.00				
		Invoice Net				1,000.00				
						CHECK TOTAL	1,000.00			----------
73402	J. W. PEPPER & SON, IN	00004	251100	INV	01/09/2025	366994417			516532	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
1	03031172 520518 2415	GIBBS Musi	SM INSTRUC			53.50				
		Invoice Net				53.50				
73402	J. W. PEPPER & SON, IN	00004	251099	INV	01/09/2025	367046030		516645		
1	03021172 520518 2415	OMS Music	SM INSTRUC			70.00				
		Invoice Net				70.00				
73402	J. W. PEPPER & SON, IN	00004	251101	INV	01/09/2025	367016070		516659		
1	03221172 520518 2415	C&I Music	SM INSTRUC			8.00				
		Invoice Net				8.00				
						CHECK TOTAL	131.50			----------
41496	JIMENEZ, MONICA	00000	253160	INV	01/09/2025	Winter24/Fall24		516281		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			480.00				
2	12013803 510102 6200	ADULT WNTR	PS TEACHER			420.00				
3	12013804 510102 6200	ADULT SPRN	PS TEACHER			420.00				
		Invoice Net				1,320.00				
						CHECK TOTAL	1,320.00			----------
26834	JNJ SACCA INC	00000	252020	INV	01/09/2025	24-15 APP 5		516040		
1	23203004 584004	BRCKT PLAY	BRKT PLAY			17,753.50				
2	53002001 584004	PLAYGROUND	PLAYGROUND			5,596.48				
3	53002512 584004	BRACKETT S	PLAYGROUND			88,512.52				
		Invoice Net				111,862.50				
						CHECK TOTAL	111,862.50			----------
31851	JTM PROVISIONS CO.,INC	00001	252617	INV	01/09/2025	626933		516873		
1	10005 520514	SCHOOL FOO	SM FOOD SU			554.10				
		Invoice Net				554.10				
						CHECK TOTAL	554.10			----------
19317	JUSTICE RESOURCE INSTI	00000	250084	INV	01/09/2025	12450525ARLJL		516460		

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	1 03233062 520645 9300	SpEd Out o	OE TUITION			6,150.96				
		Invoice Net				6,150.96				
19317	JUSTICE RESOURCE INSTI	00000	250064	INV	01/09/2025	12450525ARLKB			516461	
	1 03233062 520645 9300	SpEd Out o	OE TUITION			6,150.96				
		Invoice Net				6,150.96				
					CHECK TOTAL		12,301.92			----------
43530	KRIEGEL, JEREMY	00000	253281	INV	01/09/2025	Karate Fall. 24			516456	
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			800.00				
		Invoice Net				800.00				
					CHECK TOTAL		800.00			----------
35458	KINDLE BEHAVIOR CONSUL	00000	252309	INV	01/09/2025	10262			516356	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES			1,057.50				
		Invoice Net				1,057.50				
35458	KINDLE BEHAVIOR CONSUL	00000	250038	INV	01/09/2025	10264			516467	
	1 03233012 520416 2320	SpEd Speci	CTR PROFES			1,333.00				
		Invoice Net				1,333.00				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	2,390.50			----------
43230	KINNICUTT, LAURA BONEC	00000	253270	INV	01/09/2025	Italian 11/25/24		516451		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			400.00				
		Invoice Net				400.00				
					CHECK TOTAL		400.00			----------
23183	KITSIS, STACEY	00000	252636	INV	01/09/2025	REIMBMAILMERGSUB_SK		516240		
	1 03010052 520504 2455	AHS Second	SM COMPUTE			48.00				
		Invoice Net				48.00				
					CHECK TOTAL		48.00			----------
43726	KONDAKCI, KRISTO	00000	253108	INV	01/09/2025	Concert_JudgeKK#1		516215		
	1 03221172 520416 2420	C&I Music	CTR PROFES			125.00				
		Invoice Net				125.00				
					CHECK TOTAL		125.00			----------
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	293046276		516223		
	1 12123520 520510 4230	BLDG USER	SM EQUIPME			1,559.54				
		Invoice Net				1,559.54				
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	293046939		516224		
	1 12123520 520510 4230	BLDG USER	SM EQUIPME			250.37				
		Invoice Net				250.37				
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	293111434		516225		
	1 12123520 520510 4230	BLDG USER	SM EQUIPME			52.50				
		Invoice Net				52.50				

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31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	291429579	516226	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			52.50		
		Invoice Net				52.50		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	291381115	516227	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			19.27		
		Invoice Net				19.27		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	290578952	516228	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			19.25		
		Invoice Net				19.25		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	294648249	516229	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			126.42		
		Invoice Net				126.42		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	294648163	516230	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			617.69		
		Invoice Net				617.69		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	290579211	516231	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			139.32		
		Invoice Net				139.32		
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	291429973	516232	
1	12123520 520510 4230	BLDG USER	SM EQUIPME			379.95		
		Invoice Net				379.95		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31132	KONICA MINOLTA BUSINES	00001	253254	INV	01/09/2025	293111545	516233		
1	12123520 520510 4230	BLDG USER	SM EQUIPME			379.95			
		Invoice Net				379.95			
					CHECK TOTAL	3,596.76			----------
72363	LABBB COLLABORATIVE	00000	252394	INV	01/09/2025	1124ES10018	516363		
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			153.00			
		Invoice Net				153.00			
72363	LABBB COLLABORATIVE	00000	251246	INV	01/09/2025	1124BM10482	516364		
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			867.00			
		Invoice Net				867.00			
72363	LABBB COLLABORATIVE	00000	251881	INV	01/09/2025	SEP24ARLOOD	516419		
1	03343102 520404 3300	TRANSP Tra	CTR CONTRA			44,457.13			
		Invoice Net				44,457.13			
72363	LABBB COLLABORATIVE	00000	250102	INV	01/09/2025	1124BI4820	516421		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,098.58			
		Invoice Net				6,098.58			
72363	LABBB COLLABORATIVE	00000	250101	INV	01/09/2025	1124AD10740	516422		
1	03233052 520645 9300	SpEd One t	OE TUITION			4,573.00			
		Invoice Net				4,573.00			
72363	LABBB COLLABORATIVE	00000	250101	INV	01/09/2025	1124BI7409	516423		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,098.58			

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			Invoice Net			6,098.58		
72363	LABBB COLLABORATIVE	00000	251202	INV	01/09/2025	1124EC2692	516424	
1	03233062 520645 9400	SpEd Out o	OE TUITION			5,416.20		
			Invoice Net			5,416.20		
72363	LABBB COLLABORATIVE	00000	250100	INV	01/09/2025	1124AD10150	516425	
1	03233052 520645 9300	SpEd One t	OE TUITION			4,573.00		
			Invoice Net			4,573.00		
72363	LABBB COLLABORATIVE	00000	250100	INV	01/09/2025	1124L15003	516426	
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56		
			Invoice Net			6,403.56		
72363	LABBB COLLABORATIVE	00000	250099	INV	01/09/2025	1124V85691	516427	
1	03233062 520645 9400	SpEd Out o	OE TUITION			5,676.30		
			Invoice Net			5,676.30		
72363	LABBB COLLABORATIVE	00000	250098	INV	01/09/2025	1124L25638	516428	
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56		
			Invoice Net			6,403.56		
72363	LABBB COLLABORATIVE	00000	250097	INV	01/09/2025	1124BI2478	516429	
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,098.58		
			Invoice Net			6,098.58		
72363	LABBB COLLABORATIVE	00000	250091	INV	01/09/2025	1124L01861	516430	
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56		
			Invoice Net			6,403.56		
72363	LABBB COLLABORATIVE	00000	250090	INV	01/09/2025	1124BI7756	516431	
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,098.58		
			Invoice Net			6,098.58		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	250089	INV	01/09/2025	1124L55569	516432		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56			
			Invoice Net			6,403.56			
72363	LABBB COLLABORATIVE	00000	250088	INV	01/09/2025	1124L29617	516433		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56			
			Invoice Net			6,403.56			
72363	LABBB COLLABORATIVE	00000	250087	INV	01/09/2025	1124BI5110	516434		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,098.58			
			Invoice Net			6,098.58			
72363	LABBB COLLABORATIVE	00000	250081	INV	01/09/2025	1124V67483	516435		
1	03233062 520645 9400	SpEd Out o	OE TUITION			5,676.30			
			Invoice Net			5,676.30			
72363	LABBB COLLABORATIVE	00000	250080	INV	01/09/2025	1124V80905	516436		
1	03233062 520645 9400	SpEd Out o	OE TUITION			5,676.30			
			Invoice Net			5,676.30			
72363	LABBB COLLABORATIVE	00000	252313	INV	01/09/2025	1124455691	516437		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,097.56			
			Invoice Net			6,097.56			

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72363	LABBB COLLABORATIVE	00000	250079	INV	01/09/2025	1124L05580		516438		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56				
		Invoice Net				6,403.56				
72363	LABBB COLLABORATIVE	00000	250078	INV	01/09/2025	1124V84580		516439		
1	03233062 520645 9400	SpEd Out o	OE TUITION			5,676.30				
		Invoice Net				5,676.30				
72363	LABBB COLLABORATIVE	00000	250069	INV	01/09/2025	1124AD10072		516440		
1	03233052 520645 9300	SpEd One t	OE TUITION			4,573.00				
		Invoice Net				4,573.00				
72363	LABBB COLLABORATIVE	00000	250069	INV	01/09/2025	1124L07202		516441		
1	03233062 520645 9400	SpEd Out o	OE TUITION			6,403.56				
		Invoice Net				6,403.56				
72363	LABBB COLLABORATIVE	00000	250048	INV	01/09/2025	1124HS10511		516466		
1	03233012 520416 2320	SpEd Speci	CTR PROFES			1,350.00				
		Invoice Net				1,350.00				
						CHECK TOTAL	170,082.91			----------
42693	LAMBERT, KARINA	00000	253162	INV	01/09/2025	16 - Spine Fall24		516283		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			260.00				
		Invoice Net				260.00				
42693	LAMBERT, KARINA	00000	253163	INV	01/09/2025	17-PT Fall24		516284		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			625.00				
		Invoice Net				625.00				
42693	LAMBERT, KARINA	00000	253163	INV	01/09/2025	18-Yoga Fall24		516285		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			687.50				
		Invoice Net				687.50				
						CHECK TOTAL	1,572.50			----------
72376	LANDMARK SCHOOL INC	00001	251396	INV	01/09/2025	FY24-051342		516464		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
1	10102024 520423 2354	SPED 240	CTR SIGNIF			2,800.00				
		Invoice Net				2,800.00				
						CHECK TOTAL	2,800.00			----------
35962	LEON, ALEXANDER	00000	252619	INV	01/09/2025	559		516389		
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			45.45				
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.55				
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			45.45				
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.55				
		Invoice Net				100.00				
35962	LEON, ALEXANDER	00000	252619	INV	01/09/2025	583		516390		
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			45.45				
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.55				
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			45.45				

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	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			4.55				
		Invoice Net				100.00				
35962	LEON, ALEXANDER	00000	252619	INV	01/09/2025	589		516391		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			22.73				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			2.27				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			22.73				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			2.27				
		Invoice Net				50.00				
					CHECK TOTAL		250.00			----------
42691	OPEN WORLD ENTERTAINME	00000	252745	INV	01/09/2025	TS-36211749		516538		
	1 03020052 520610 2440	OMS Second	OE FIELD T			3,186.81				
		Invoice Net				3,186.81				
					CHECK TOTAL		3,186.81			----------
39296	MANGAUDIS, PATRICIA	00000	253164	INV	01/09/2025	REIMABCEFFMAINSTREAM		516545		
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			420.00				
		Invoice Net				420.00				
39296	MANGAUDIS, PATRICIA	00000	253164	INV	01/09/2025	REIMMOTIVATEATHLETES		516546		
	1 03221222 520612 2354	C&I Profes	OE GRADUAT			420.00				
		Invoice Net				420.00				
					CHECK TOTAL		840.00			----------
42702	MANTECA, DIANE C	00000	253261	INV	01/09/2025	Risottos -12-10-24		516443		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			200.00				
	2 12013802 520518 6200	ADULT FALL	SM INSTRUC			240.00				
		Invoice Net				440.00				
					CHECK TOTAL		440.00			----------
29812	MARKET BASKET	00001	251120	INV	01/09/2025	279058		516616		
	1 03011042 520518 2415	AHS Family	SM INSTRUC			76.57				
		Invoice Net				76.57				
29812	MARKET BASKET	00001	251120	INV	01/09/2025	311344		516618		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03011042 520518 2415	AHS Family	SM INSTRUC			224.91			
		Invoice Net				224.91			
29812	MARKET BASKET	00001	251045	INV	01/09/2025	236428	516621		
	1 03021042 520518 2415	OMS Family	SM INSTRUC			25.58			
		Invoice Net				25.58			
29812	MARKET BASKET	00001	251045	INV	01/09/2025	202662	516623		
	1 03021042 520518 2415	OMS Family	SM INSTRUC			20.45			
		Invoice Net				20.45			
29812	MARKET BASKET	00001	251045	INV	01/09/2025	319814	516625		
	1 03021042 520518 2415	OMS Family	SM INSTRUC			21.95			

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			Invoice Net			21.95			
29812	MARKET BASKET	00001	251045 INV	01/09/2025		147617		516626	
1	03021042 520518 2415	OMS Family	SM INSTRUC			50.90			
			Invoice Net			50.90			
29812	MARKET BASKET	00001	251045 INV	01/09/2025		147776		516627	
1	03021042 520518 2415	OMS Family	SM INSTRUC			121.58			
			Invoice Net			121.58			
					CHECK TOTAL		541.94		----------
14666	MARTIN, BRIAN	00000	252619 INV	01/09/2025		587		516392	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41			
			Invoice Net			97.00			
					CHECK TOTAL		97.00		----------
43251	MARTRANS INC	00000	252602 INV	01/09/2025		2024-09-04		516369	
1	03345322 520404 3300	TRANSP Tra	CTR CONTRA			3,400.00			
			Invoice Net			3,400.00			
43251	MARTRANS INC	00000	252602 INV	01/09/2025		2024-10-05		516370	
1	03345322 520404 3300	TRANSP Tra	CTR CONTRA			1,020.00			
			Invoice Net			1,020.00			
43251	MARTRANS INC	00000	251415 INV	01/09/2025		2024-09-04.		516371	
1	03343092 520404 3300	TRANSP Tra	CTR CONTRA			9,500.00			
			Invoice Net			9,500.00			
					CHECK TOTAL		13,920.00		----------
43078	MARTYS LOCAL INC	00000	252544 INV	01/09/2025		201161		516867	
1	10005 520514	SCHOOL FOO	SM FOOD SU			979.59			
			Invoice Net			979.59			
					CHECK TOTAL		979.59		----------
2447	COMMONWEALTH OF MASSAC	00001	253211 INV	01/09/2025		206510		516051	
1	03325202 520403 4220	FAC Facili	CTR BOILER			150.00			
			Invoice Net			150.00			
2447	COMMONWEALTH OF MASSAC	00001	253211 INV	01/09/2025		206472		516053	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
1	03325202 520403 4220	FAC Facili		CTR BOILER		1,900.00				
		Invoice Net				1,900.00				
					CHECK TOTAL		2,050.00			----------
72694	MA ASSOC OF SCHOOL SUP	00001	251328 INV	01/09/2025		ASPIRING2024WESPIERR		516540		
1	03994102 520401 1230	C&F ENGAGE		CTR CONTRA		200.00				

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			Invoice Net			200.00			
					CHECK TOTAL		200.00		----------
43744	MCKENNA, RICK	00000	252619	INV	01/09/2025	546		516393	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41			
			Invoice Net			97.00			
					CHECK TOTAL		97.00		----------
32722	MCKESSON MEDICAL-SURGI	00001	252139	INV	01/09/2025	22774693		516544	
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			89.17			
			Invoice Net			89.17			
					CHECK TOTAL		89.17		----------
40467	MCMAHON, RYAN	00000	252619	INV	01/09/2025	543		516394	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			33.18			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			3.32			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			33.18			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			3.32			
			Invoice Net			73.00			
					CHECK TOTAL		73.00		----------
27022	MELLO,ROBERT	00000	252619	INV	01/09/2025	575		516395	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			66.36			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			6.64			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			66.36			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			6.64			
			Invoice Net			146.00			
27022	MELLO,ROBERT	00000	252619	INV	01/09/2025	598		516396	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			33.18			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			3.32			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			33.18			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			3.32			
			Invoice Net			73.00			
					CHECK TOTAL		219.00		----------
26308	METCO DIRECTORS' ASSOC	00000	252321	INV	01/09/2025	MDACONF2024-3ED		516542	
1	11082024 520508 2354	METCO GRAN	SM EDUCATI			2,250.00			
			Invoice Net			2,250.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
26308	METCO DIRECTORS' ASSOC	00000	242662	INV	01/09/2025	MDACONF2023-96ED	516600		
1	03021222 520508 2354	OMS Profes	SM EDUCATI			450.00			

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			Invoice Net			450.00			
					CHECK TOTAL	2,700.00			----------
74887	METROPOLITAN PIPE & SU	00000	250860	INV 01/09/2025	S3998567.001		515845		
	1 03325202 520524 4220	FAC Facili	SM PLUMBIN		990.85				
			Invoice Net		990.85				
74887	METROPOLITAN PIPE & SU	00000	250860	INV 01/09/2025	S4006499.001		516323		
	1 03325202 520524 4220	FAC Facili	SM PLUMBIN		2.01				
			Invoice Net		2.01				
74887	METROPOLITAN PIPE & SU	00000	250860	INV 01/09/2025	S4004193.001		516324		
	1 03325202 520524 4220	FAC Facili	SM PLUMBIN		308.03				
			Invoice Net		308.03				
					CHECK TOTAL	1,300.89			----------
42708	MONIS, MICHAEL	00000	253262	INV 01/09/2025	Reimb Pancake 12-6-2		516273		
	1 12013806 520518 6200	YOUTH FALL	SM INSTRUC		30.98				
			Invoice Net		30.98				
					CHECK TOTAL	30.98			----------
38539	MOTION ELEVATOR CORP	00000	251275	INV 01/09/2025	TC-45823		515847		
	1 03325202 520406 4220	FAC Facili	CTR ELEVAT		933.00				
			Invoice Net		933.00				
					CHECK TOTAL	933.00			----------
43685	MURPHY, CAROLYN & JOHN	00000	253009	INV 01/09/2025	REIMSETTLMNTDEC24		516465		
	1 03233062 520645 9300	SpEd Out o	OE TUITION		1,195.00				
			Invoice Net		1,195.00				
					CHECK TOTAL	1,195.00			----------
22093	MURPHY, DANIEL	00000	252619	INV 01/09/2025	553		516397		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET		44.09				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET		4.41				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET		44.09				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET		4.41				
			Invoice Net		97.00				
					CHECK TOTAL	97.00			----------
14754	MURPHY, LORNE P.	00000	252619	INV 01/09/2025	573		516398		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET		33.18				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET		3.32				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET		33.18				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET		3.32				
			Invoice Net		73.00				
					CHECK TOTAL	73.00			----------

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK

Docusign Envelope ID: F8190DAC-60D1-48E8-8904-A0D9B7E93E70

34300	MURPHY, MARK	00000	252619	INV	01/09/2025	555	516399	
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			33.18		
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			3.32		
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			33.18		
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			3.32		
		Invoice Net				73.00		
					CHECK TOTAL	73.00		----------
31853	N2Y LLC	00001	253067	INV	01/09/2025	INV-1090267	516604	
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC			754.99		
		Invoice Net				754.99		
					CHECK TOTAL	754.99		----------
20455	NASHOBA LEARNING GROUP	00000	250065	INV	01/09/2025	029189	516458	
	1 03233062 520645 9300	SpEd Out o	OE TUITION			5,745.33		
		Invoice Net				5,745.33		
					CHECK TOTAL	5,745.33		----------
34176	NATIONAL ASSOC FOR MUS	00000	253088	INV	01/09/2025	FY24MEMBERSHIP.11.22	516603	
	1 03221172 520416 2420	C&I Music	CTR PROFES			888.00		
		Invoice Net				888.00		
					CHECK TOTAL	888.00		----------
24571	NATIONAL GRID	00001	250139	INV	01/09/2025	75760-25009 09/26/24	516065	
	1 03325202 520623 4120	FAC Facili	OE NATURAL			1,023.93		
		Invoice Net				1,023.93		
24571	NATIONAL GRID	00001	250139	INV	01/09/2025	75760-25009 11/25/24	516066	
	1 03325202 520623 4120	FAC Facili	OE NATURAL			8,631.45		
		Invoice Net				8,631.45		
24571	NATIONAL GRID	00001	250139	INV	01/09/2025	97593-45008 12/06/24	516345	
	1 03325202 520623 4120	FAC Facili	OE NATURAL			25,760.08		
		Invoice Net				25,760.08		
					CHECK TOTAL	35,415.46		----------
73089	NATIONAL COUNCIL OF TE	00001	252407	INV	01/09/2025	0021699	516601	
	1 03221022 520629 2354	C&I Englis	OE PROFESS			2,070.00		
		Invoice Net				2,070.00		
					CHECK TOTAL	2,070.00		----------
33157	NEW ENGLAND ICE CREAM	00001	251366	INV	01/09/2025	5632434801	516564	
	1 10005 520514	SCHOOL FOO	SM FOOD SU			319.72		
		Invoice Net				319.72		
33157	NEW ENGLAND ICE CREAM	00001	251366	INV	01/09/2025	5632434802	516565	
	1 10005 520514	SCHOOL FOO	SM FOOD SU			192.34		
		Invoice Net				192.34		
33157	NEW ENGLAND ICE CREAM	00001	251366	INV	01/09/2025	5632434803	516566	
	1 10005 520514	SCHOOL FOO	SM FOOD SU			320.99		
		Invoice Net				320.99		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434804	516567		
1 10005	520514	SCHOOL FOO SM FOOD SU				222.28			
		Invoice Net				222.28			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434805	516568		
1 10005	520514	SCHOOL FOO SM FOOD SU				192.34			
		Invoice Net				192.34			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434806	516569		
1 10005	520514	SCHOOL FOO SM FOOD SU				207.31			
		Invoice Net				207.31			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434807	516570		
1 10005	520514	SCHOOL FOO SM FOOD SU				706.60			
		Invoice Net				706.60			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434808	516571		
1 10005	520514	SCHOOL FOO SM FOOD SU				143.62			
		Invoice Net				143.62			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434809	516572		
1 10005	520514	SCHOOL FOO SM FOOD SU				544.54			
		Invoice Net				544.54			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434810	516573		
1 10005	520514	SCHOOL FOO SM FOOD SU				272.27			
		Invoice Net				272.27			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434101	516574		
1 10005	520514	SCHOOL FOO SM FOOD SU				287.24			
		Invoice Net				287.24			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434102	516575		
1 10005	520514	SCHOOL FOO SM FOOD SU				239.79			
		Invoice Net				239.79			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434103	516576		
1 10005	520514	SCHOOL FOO SM FOOD SU				320.99			
		Invoice Net				320.99			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434104	516577		
1 10005	520514	SCHOOL FOO SM FOOD SU				192.34			
		Invoice Net				192.34			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434105	516578		
1 10005	520514	SCHOOL FOO SM FOOD SU				174.83			
		Invoice Net				174.83			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434106	516579		
1 10005	520514	SCHOOL FOO SM FOOD SU				207.31			
		Invoice Net				207.31			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434107	516580		
1 10005	520514	SCHOOL FOO SM FOOD SU				561.78			
		Invoice Net				561.78			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434108	516581		
1 10005	520514	SCHOOL FOO SM FOOD SU				127.38			
		Invoice Net				127.38			
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434109	516582		
1 10005	520514	SCHOOL FOO SM FOOD SU				512.06			
		Invoice Net				512.06			

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
33157 NEW ENGLAND ICE CREAM		00001	251366	INV	01/09/2025	5632434110		516583		
1 10005	520514	SCHOOL FOO	SM FOOD SU			223.55				
		Invoice Net				223.55				
						CHECK TOTAL	5,969.28			----------
17599 THE NEW ENGLAND CENTER		00000	253239	INV	01/09/2025	24425		516347		
1 10102025	520423 2354	SPED 240	CTR SIGNIF			6,720.00				
		Invoice Net				6,720.00				
						CHECK TOTAL	6,720.00			----------
32461 NEW ENGLAND TRANSIT SA		00001	252732	INV	01/09/2025	01B5485		516361		
1 12235	520401 3300	BISHOP BU	CTR CONTRA			35,000.00				
		Invoice Net				35,000.00				
32461 NEW ENGLAND TRANSIT SA		00001	250036	INV	01/09/2025	01S136605		516368		
1 03345302	520621 3300	TRANSP Tra	OE MOTOR V			840.98				
		Invoice Net				840.98				
						CHECK TOTAL	35,840.98			----------
28922 NEW YORK TIMES		00001	251118	INV	01/09/2025	368056452452		516807		
1 03011162	520528 2410	AHS Librar	SM TEXTBOO			181.50				
		Invoice Net				181.50				
						CHECK TOTAL	181.50			----------
26908 NORTHEAST CUTLERY		00000	251626	INV	01/09/2025	1812712		516845		
1 10005	520401	SCHOOL FOO	CTR CONTRA			48.00				
		Invoice Net				48.00				
26908 NORTHEAST CUTLERY		00000	251626	INV	01/09/2025	1812713		516846		
1 10005	520401	SCHOOL FOO	CTR CONTRA			28.00				
		Invoice Net				28.00				
26908 NORTHEAST CUTLERY		00000	251626	INV	01/09/2025	1806404		516847		
1 10005	520401	SCHOOL FOO	CTR CONTRA			48.00				
		Invoice Net				48.00				
26908 NORTHEAST CUTLERY		00000	251626	INV	01/09/2025	1806405		516848		
1 10005	520401	SCHOOL FOO	CTR CONTRA			28.00				
		Invoice Net				28.00				
						CHECK TOTAL	152.00			----------
28540 NRT BUS INC		00000	252796	INV	01/09/2025	INV129256		516367		
1 03345322	520404 3300	TRANSP Tra	CTR CONTRA			1,350.00				
		Invoice Net				1,350.00				
						CHECK TOTAL	1,350.00			----------
27887 ORGANIZATION OF AMERIC		00001	253153	INV	01/09/2025	803		516551		
1 03221152	520629 2354	C&I Social	OE PROFESS			60.00				
		Invoice Net				60.00				
						CHECK TOTAL	60.00			----------

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
41105	THE PD COLLAB	00000	253202	INV	01/09/2025	FY25_MEMBERSHIP		516640		
1	10022025 520643 2354 TITLE IIA OE TITLE I					500.00				
	Invoice Net					500.00				
						CHECK TOTAL	500.00			----------
33304	PELUSO, JANET	00000	253157	INV	01/09/2025	Crochet Fall24		516278		
1	12013802 510102 6200 ADULT FALL PS TEACHER					420.00				
2	12013802 520518 6200 ADULT FALL SM INSTRUC					105.00				
	Invoice Net					525.00				
						CHECK TOTAL	525.00			----------
73433	PHELAN, KEVIN	00000	252619	INV	01/09/2025	574		516400		
1	03256022 520402 3510 ATHLETICS CTR ATHLET					33.18				
2	03256082 520402 3510 ATHLETICS CTR ATHLET					3.32				
3	03256092 520402 3510 ATHLETICS CTR ATHLET					33.18				
4	03256192 520402 3510 ATHLETICS CTR ATHLET					3.32				
	Invoice Net					73.00				
						CHECK TOTAL	73.00			----------
42961	PIERRE, WESLIE ETIENNE	00000	253210	INV	01/09/2025	REIMMILEAGE_NOV24		516509		
1	03994102 520601 1230 C&F ENGAGE OE OTHER E					49.58				
	Invoice Net					49.58				
						CHECK TOTAL	49.58			----------
73454	PINKOS, JOSEPH F	00000	252619	INV	01/09/2025	002		516401		
1	03256022 520402 3510 ATHLETICS CTR ATHLET					33.18				
2	03256082 520402 3510 ATHLETICS CTR ATHLET					3.32				
3	03256092 520402 3510 ATHLETICS CTR ATHLET					33.18				
4	03256192 520402 3510 ATHLETICS CTR ATHLET					3.32				
	Invoice Net					73.00				
						CHECK TOTAL	73.00			----------
43684	PIXTON COMICS INC	00001	252934	INV	01/09/2025	EBD8BE18-0001		516641		
1	03160042 520518 2415 THOMPSON E SM INSTRUC					288.00				
	Invoice Net					288.00				
						CHECK TOTAL	288.00			----------
73471	PLAY TIME, INC.	00000	250108	INV	01/09/2025	6634		516631		
1	03010052 520518 2415 AHS Second SM INSTRUC					103.27				
	Invoice Net					103.27				
73471	PLAY TIME, INC.	00000	250108	INV	01/09/2025	.0		516638		
1	03010052 520518 2415 AHS Second SM INSTRUC					2.20				
	Invoice Net					2.20				
73471	PLAY TIME, INC.	00000	250108	INV	01/09/2025	6626		516642		
1	03010052 520518 2415 AHS Second SM INSTRUC					103.25				
	Invoice Net					103.25				
73471	PLAY TIME, INC.	00000	250108	INV	01/09/2025	6627		516643		

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CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 03010052 520518 2415	AHS Second		SM	INSTRUC	61.76			
		Invoice Net				61.76			
73471	PLAY TIME, INC.	00000	251811	INV	01/09/2025	6602/6603	516877		
	1 12113902 520501 3520	EXTEND DAY		SM	SUPPLIE	214.72			
		Invoice Net				214.72			
73471	PLAY TIME, INC.	00000	251811	INV	01/09/2025	6607	516878		
	1 12113902 520501 3520	EXTEND DAY		SM	SUPPLIE	128.64			
		Invoice Net				128.64			
73471	PLAY TIME, INC.	00000	251811	INV	01/09/2025	5699	516879		
	1 12113902 520501 3520	EXTEND DAY		SM	SUPPLIE	209.44			
		Invoice Net				209.44			
73471	PLAY TIME, INC.	00000	251811	INV	01/09/2025	6621	516880		
	1 12113902 520501 3520	EXTEND DAY		SM	SUPPLIE	166.21			
		Invoice Net				166.21			
						CHECK TOTAL 989.49			----------
31781	PLAYWORKS EDUCATION EN	00002	252540	INV	01/09/2025	INV0015219	516850		
	1 03151222 520508 2354	STRATTON P		SM	EDUCATI	2,750.00			
	2 13032501 520401 2358	INCL PAY		CTR	CONTRA	4,500.00			
		Invoice Net				7,250.00			
						CHECK TOTAL 7,250.00			----------
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15395855-00	515848		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	15.25			
		Invoice Net				15.25			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15396259-00	516048		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	288.03			
		Invoice Net				288.03			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15393092-00	516556		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	26.85			
		Invoice Net				26.85			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15391835-00	516557		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	60.92			
		Invoice Net				60.92			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15391605-00	516559		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	244.43			
		Invoice Net				244.43			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15391289-00	516560		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	61.67			
		Invoice Net				61.67			
28157	PLUMBERS' SUPPLY COMPA	00001	250857	INV	01/09/2025	15389989-00	516561		
	1 03325202 520524 4220	FAC Facili		SM	PLUMBIN	10.67			
		Invoice Net				10.67			
						CHECK TOTAL 707.82			----------

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29536	PRO AV SYSTEMS INC	00000	252834	INV	01/09/2025	52012		516507	
	1 03030052 520518 2415	GIBBS Seco	SM INSTRUC			159.50			
		Invoice Net				159.50			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	159.50			----------
43521	THE BANKS SQUARE MARKE	00000	251864	INV	01/09/2025	00898822		516589		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			1,443.66				
		Invoice Net				1,443.66				
43521	THE BANKS SQUARE MARKE	00000	251864	INV	01/09/2025	00898837		516590		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			1,600.00				
		Invoice Net				1,600.00				
43521	THE BANKS SQUARE MARKE	00000	251864	INV	01/09/2025	00898850		516591		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			318.33				
		Invoice Net				318.33				
43521	THE BANKS SQUARE MARKE	00000	251864	INV	01/09/2025	00898844		516592		
	1 10005 520514	SCHOOL FOO	SM FOOD SU			718.58				
		Invoice Net				718.58				
						CHECK TOTAL	4,080.57			----------
38280	QUAVER ED INC	00000	251092	INV	01/09/2025	49822-1		516633		
	1 03221172 520504 2455	C&I Music	SM COMPUTE			12,900.00				
		Invoice Net				12,900.00				
						CHECK TOTAL	12,900.00			----------
15719	R B ALLEN CO INC	00000	252230	INV	01/09/2025	108009439-1		515846		
	1 03325202 520405 4220	FAC Facili	CTR ELECTR			1,440.00				
		Invoice Net				1,440.00				
						CHECK TOTAL	1,440.00			----------
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283871/1		516329		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			4.32				
		Invoice Net				4.32				
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283641/1		516330		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			33.99				
		Invoice Net				33.99				
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283815/1		516331		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			17.99				
		Invoice Net				17.99				
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	284090/1		516332		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			71.46				
		Invoice Net				71.46				
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	279516/1		516333		
	1 03325202 520503 4220	FAC Facili	SM CARPENT			252.00				

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			Invoice Net			252.00		
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283192/1	516334	
1	03325202 520503 4220	FAC Facili	SM CARPENT			16.99		
			Invoice Net			16.99		
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283116/1	516335	
1	03325202 520503 4220	FAC Facili	SM CARPENT			28.99		
			Invoice Net			28.99		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283098/1	516336		
1	03325202 520503 4220	FAC Facili	SM CARPENT			53.95			
			Invoice Net			53.95			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283165/1	516337		
1	03325202 520503 4220	FAC Facili	SM CARPENT			60.75			
			Invoice Net			60.75			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	282388/1	516338		
1	03325202 520503 4220	FAC Facili	SM CARPENT			89.98			
			Invoice Net			89.98			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	282636/1	516339		
1	03325202 520503 4220	FAC Facili	SM CARPENT			19.99			
			Invoice Net			19.99			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	282665/1	516340		
1	03325202 520503 4220	FAC Facili	SM CARPENT			15.87			
			Invoice Net			15.87			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283104/1	516341		
1	03325202 520503 4220	FAC Facili	SM CARPENT			5.50			
			Invoice Net			5.50			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283232/1	516342		
1	03325202 520503 4220	FAC Facili	SM CARPENT			93.94			
			Invoice Net			93.94			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283289/1	516343		
1	03325202 520503 4220	FAC Facili	SM CARPENT			19.98			
			Invoice Net			19.98			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	175368/4	516344		
1	03325202 520503 4220	FAC Facili	SM CARPENT			31.91			
			Invoice Net			31.91			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	284162/1	516649		
1	03325202 520503 4220	FAC Facili	SM CARPENT			15.58			
			Invoice Net			15.58			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283845/1	516650		
1	03325202 520503 4220	FAC Facili	SM CARPENT			26.94			
			Invoice Net			26.94			
5801	R W SHATTUCK & CO INC	00001	253213	INV	01/09/2025	283536/1	516651		
1	03325202 520503 4220	FAC Facili	SM CARPENT			1,196.02			
			Invoice Net			1,196.02			

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5801	R W SHATTUCK & CO INC	00001	250399	INV	01/09/2025		283866/1	516653	
	1 03325202 520503 4220	FAC Facili	SM CARPENT				5.17		
	2 03325202 520503 4220	FAC Facili	SM CARPENT				.82		
		Invoice Net					5.99		
5801	R W SHATTUCK & CO INC	00001	250627	INV	01/09/2025		283312/1	516779	
	1 03221122 520518 2415	C&I Scienc	SM INSTRUC				27.96		
		Invoice Net					27.96		
5801	R W SHATTUCK & CO INC	00001	250388	INV	01/09/2025		283729/1	516780	
	1 03010052 520522 2430	AHS Second	SM MISC SU				17.16		
		Invoice Net					17.16		
5801	R W SHATTUCK & CO INC	00001	251519	INV	01/09/2025		283644/1	516781	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
	1 03011202 520518 2415	AHS Art		SM INSTRUC		82.55				
		Invoice Net				82.55				
5801	R W SHATTUCK & CO INC	00001	252548	INV	01/09/2025	283984/1		516815		
	1 12345 520619 3520	GILBERT &		OE MISC EX		558.37				
		Invoice Net				558.37				
5801	R W SHATTUCK & CO INC	00001	250627	INV	01/09/2025	283823/1		516816		
	1 03221122 520518 2415	C&I Scienc		SM INSTRUC		15.18				
		Invoice Net				15.18				
5801	R W SHATTUCK & CO INC	00001	251519	INV	01/09/2025	282891/1		516817		
	1 03011202 520518 2415	AHS Art		SM INSTRUC		69.56				
		Invoice Net				69.56				
5801	R W SHATTUCK & CO INC	00001	250388	INV	01/09/2025	283956/1		516872		
	1 03010052 520522 2430	AHS Second		SM MISC SU		26.76				
		Invoice Net				26.76				
						CHECK TOTAL	2,859.68			----------
37535	REDHOUSE FLOWERS LLC	00000	253260	INV	01/09/2025	ACE-2412		516442		
	1 12013802 510102 6200	ADULT FALL		PS TEACHER		3,290.00				
		Invoice Net				3,290.00				
						CHECK TOTAL	3,290.00			----------
41284	REPUBLIC SERVICES #904	00001	253059	INV	01/09/2025	0094-001987025		516685		
	1 03325202 520620 4220	FAC Facili		OE MISC MA		733.40				
		Invoice Net				733.40				
						CHECK TOTAL	733.40			----------
11938	RICOH USA, INC	00005	252353	INV	01/09/2025	108815509		516777		
	1 03305012 520511 7400	FINANCE Bu		SM EQUIPME		1,302.90				
	2 43002502 524027	SCH PHOTOC		PHOTOCOPIE		8,228.85				
		Invoice Net				9,531.75				
11938	RICOH USA, INC	00005	252353	INV	01/09/2025	5070555967		516778		
	1 03305012 520511 7400	FINANCE Bu		SM EQUIPME		8.04				

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	2 43002502 524027	SCH PHOTOC	PHOTOCOPIE			50.79				
		Invoice Net				58.83				
					CHECK TOTAL	9,590.58				----------
40211	RIGOLI, SCOTT	00000	252268	INV	01/09/2025	304		516827		
	1 03256032 520402 3510	ATHLETICS	CTR ATHLET			3,000.00				
		Invoice Net				3,000.00				
					CHECK TOTAL	3,000.00				----------
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96260918		516067		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			35.94				
		Invoice Net				35.94				
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96210217		516068		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			113.89				
		Invoice Net				113.89				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96231001		516837		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			270.16				
		Invoice Net				270.16				
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96231246		516838		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			303.13				
		Invoice Net				303.13				
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96239323		516839		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			124.00				
		Invoice Net				124.00				
40215	RIO GRANDE INC	00000	251522	INV	01/09/2025	96230062		516844		
	1 03011202 520518 2415	AHS Art	SM INSTRUC			50.22				
		Invoice Net				50.22				
					CHECK TOTAL		897.34			----------
40443	RM MANAGEMENT AND OPER	00000	252908	INV	01/09/2025	A121524		516526		
	1 03256132 520402 3510	SKI TEAM	CTR ATHLET			2,640.00				
		Invoice Net				2,640.00				
					CHECK TOTAL		2,640.00			----------
41814	ROBERTSON, HANKA	00000	253161	INV	01/09/2025	Eggs Fall24		516282		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			120.00				
	2 12013802 520518 6200	ADULT FALL	SM INSTRUC			210.00				
		Invoice Net				330.00				
					CHECK TOTAL		330.00			----------
41813	BRIAN HAREL	00000	253280	INV	01/09/2025	167 D&D Fall 24		516455		
	1 12013802 510102 6200	ADULT FALL	PS TEACHER			6,160.00				
		Invoice Net				6,160.00				

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					CHECK TOTAL	6,160.00			----------
34158	SAINT CAMILLUS PARISH	00001	253251	INV 01/09/2025	69		516353		
1	03345302 520625 3300	TRANSP Tra	OE OTHER P		39,000.00				
		Invoice Net			39,000.00				
					CHECK TOTAL	39,000.00			----------
40539	SAUL, STEVEN	00000	252619	INV 01/09/2025	563		516402		
1	03256022 520402 3510	ATHLETICS	CTR ATHLET		44.09				
2	03256082 520402 3510	ATHLETICS	CTR ATHLET		4.41				
3	03256092 520402 3510	ATHLETICS	CTR ATHLET		44.09				
4	03256192 520402 3510	ATHLETICS	CTR ATHLET		4.41				
		Invoice Net			97.00				
					CHECK TOTAL	97.00			----------
40556	SCALI, STEVEN	00000	252619	INV 01/09/2025	596		516403		
1	03256022 520402 3510	ATHLETICS	CTR ATHLET		44.09				
2	03256082 520402 3510	ATHLETICS	CTR ATHLET		4.41				
3	03256092 520402 3510	ATHLETICS	CTR ATHLET		44.09				

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41				
		Invoice Net				97.00				
					CHECK TOTAL		97.00			----------
39714	SCHECHNER KANOFSKY, DA	00000	253273	INV	01/09/2025	Drawing 11/26/24		516454		
1	12013802 510102 6200	ADULT FALL	PS TEACHER			750.00				
		Invoice Net				750.00				
					CHECK TOTAL		750.00			----------
16760	SCHOLASTIC, INC.	00011	251338	INV	01/09/2025	M7548455		516818		
1	03221152 520518 2415	C&I Social	SM INSTRUC			329.67				
		Invoice Net				329.67				
16760	SCHOLASTIC, INC.	00011	251336	INV	01/09/2025	M7548458		516820		
1	03221152 520518 2415	C&I Social	SM INSTRUC			329.67				
		Invoice Net				329.67				
					CHECK TOTAL		659.34			----------
37623	SCHOOL FOOD SERVICES O	00001	251863	INV	01/09/2025	19572		516594		
1	10005 520401	SCHOOL FOO	CTR CONTRA			1,090.00				
		Invoice Net				1,090.00				
					CHECK TOTAL		1,090.00			----------
29755	SCHOOL HEALTH CORPORAT	00002	251663	INV	01/09/2025	CINV000155289		516840		
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			301.88				

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			Invoice Net			301.88			
29755	SCHOOL HEALTH CORPORAT	00002	251668 INV	01/09/2025		CINV000163759		516842	
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			194.32			
			Invoice Net			194.32			
29755	SCHOOL HEALTH CORPORAT	00002	251668 INV	01/09/2025		CINV000173545		516843	
1	03992012 520520 3200	SYST HEALT	SM MEDICAL			3.47			
			Invoice Net			3.47			
					CHECK TOTAL		499.67		----------
29370	SCHOOL SPECIALTY	00026	65027425 INV	01/09/2025		208135080347		516082	
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			71.21			
			Invoice Net			71.21			
29370	SCHOOL SPECIALTY	00026	65029525 INV	01/09/2025		208135120512		516083	
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			219.42			
			Invoice Net			219.42			
29370	SCHOOL SPECIALTY	00026	65026725 INV	01/09/2025		208135077943		516087	
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			521.26			
			Invoice Net			521.26			
29370	SCHOOL SPECIALTY	00026	65031225 INV	01/09/2025		208135143050		516088	
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			266.62			
			Invoice Net			266.62			
29370	SCHOOL SPECIALTY	00026	65026825 INV	01/09/2025		308104648017		516089	
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			656.75			
			Invoice Net			656.75			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026	65030225 INV	01/09/2025		208135124816	516090		
1	12113902 520501 3520	EXTEND DAY	SM SUPPLIE			942.87			
			Invoice Net			942.87			
29370	SCHOOL SPECIALTY	00026	65030525 INV	01/09/2025		208135140270	516091		
1	03020052 520518 2415	OMS Second	SM INSTRUC			35.42			
			Invoice Net			35.42			
29370	SCHOOL SPECIALTY	00026	65030625 INV	01/09/2025		208135140319	516092		
1	03020052 520518 2415	OMS Second	SM INSTRUC			141.68			
			Invoice Net			141.68			
29370	SCHOOL SPECIALTY	00026	65031625 INV	01/09/2025		208135190700	516093		
1	03020052 520518 2415	OMS Second	SM INSTRUC			310.03			
			Invoice Net			310.03			
29370	SCHOOL SPECIALTY	00026	65031325 INV	01/09/2025		208135148959	516094		
1	03100042 520518 2415	BISHOP Ele	SM INSTRUC			58.61			
			Invoice Net			58.61			
29370	SCHOOL SPECIALTY	00026	65029025 INV	01/09/2025		208135122020	516095		
1	03100042 520525 2430	BISHOP Ele	SM REPRO P			195.90			
			Invoice Net			195.90			
29370	SCHOOL SPECIALTY	00026	65028925 INV	01/09/2025		208135122763	516096		
1	03100042 520525 2430	BISHOP Ele	SM REPRO P			72.79			

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				Invoice Net			72.79	
29370	SCHOOL SPECIALTY	00026	65027625	INV	01/09/2025	208135079724		516098
1	03100042 520518 2415	BISHOP Ele	SM INSTRUC				15.62	
				Invoice Net			15.62	
29370	SCHOOL SPECIALTY	00026	65013825	INV	01/09/2025	208135167105		516099
1	03110042 520518 2415	BRACKETT E	SM INSTRUC				536.56	
				Invoice Net			536.56	
29370	SCHOOL SPECIALTY	00026	65028425	INV	01/09/2025	208135089154		516100
1	03120042 520523 2430	DALLIN Ele	SM OFFICE				223.41	
				Invoice Net			223.41	
29370	SCHOOL SPECIALTY	00026	65026325	INV	01/09/2025	208135223109		516102
1	03120042 520518 2415	DALLIN Ele	SM INSTRUC				44.04	
				Invoice Net			44.04	
29370	SCHOOL SPECIALTY	00026	65025825	INV	01/09/2025	208135020238		516105
1	03120042 520518 2415	DALLIN Ele	SM INSTRUC				248.77	
				Invoice Net			248.77	
29370	SCHOOL SPECIALTY	00026	65031825	INV	01/09/2025	208135190691		516107
1	03130042 520528 2410	HARDY Elem	SM TEXTBOO				941.30	
				Invoice Net			941.30	
29370	SCHOOL SPECIALTY	00026	65031725	INV	01/09/2025	208135195374		516108
1	03130042 520518 2415	HARDY Elem	SM INSTRUC				735.84	
				Invoice Net			735.84	
29370	SCHOOL SPECIALTY	00026	65028125	INV	01/09/2025	308104649475		516114
1	03140042 520523 2430	PEIRCE Ele	SM OFFICE				517.52	
				Invoice Net			517.52	
29370	SCHOOL SPECIALTY	00026	65027525	INV	01/09/2025	208135079824		516125
1	03140042 520523 2430	PEIRCE Ele	SM OFFICE				290.82	
				Invoice Net			290.82	

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026	65026125	INV	01/09/2025	208135016977	516133		
1	03150042 520523 2430	STRATTON E	SM OFFICE				34.62		
				Invoice Net			34.62		
29370	SCHOOL SPECIALTY	00026	65052124	INV	01/09/2025	208134438158	516412		
1	03233012 520518 2415	SpEd Speci	SM INSTRUC				80.59		
				Invoice Net			80.59		
29370	SCHOOL SPECIALTY	00026	65046624	INV	01/09/2025	308104509983	516480		
1	03233012 520518 2415	SpEd Speci	SM INSTRUC				141.77		
				Invoice Net			141.77		
29370	SCHOOL SPECIALTY	00026	65033725	INV	01/09/2025	308104659805	516599		
1	03131102 520518 2410	INSTRUCT	SM INSTRUC				528.10		
				Invoice Net			528.10		
29370	SCHOOL SPECIALTY	00026	65027725	INV	01/09/2025	208135077108	516793		
1	03031102 520518 2410	INSTRUCTIO	SM INSTRUC				402.56		
				Invoice Net			402.56		
29370	SCHOOL SPECIALTY	00026	65030425	INV	01/09/2025	308104651525	516794		

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	1 03011122 520518 2415	AHS Scienc	SM INSTRUC			487.89		
		Invoice Net				487.89		
29370	SCHOOL SPECIALTY	00026 65031525	INV	01/09/2025		208135159765	516795	
	1 03140042 520518 2415	PEIRCE Ele	SM INSTRUC			85.12		
		Invoice Net				85.12		
29370	SCHOOL SPECIALTY	00026 65030025	INV	01/09/2025		308104651889	516796	
	1 03140042 520523 2430	PEIRCE Ele	SM OFFICE			169.52		
		Invoice Net				169.52		
29370	SCHOOL SPECIALTY	00026 65031425	INV	01/09/2025		308104656152	516797	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			226.46		
		Invoice Net				226.46		
29370	SCHOOL SPECIALTY	00026 65030925	INV	01/09/2025		208135130009	516798	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			534.88		
		Invoice Net				534.88		
29370	SCHOOL SPECIALTY	00026 65030125	INV	01/09/2025		208135125173	516799	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			132.66		
		Invoice Net				132.66		
29370	SCHOOL SPECIALTY	00026 65029425	INV	01/09/2025		308104655703	516800	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			229.66		
		Invoice Net				229.66		
29370	SCHOOL SPECIALTY	00026 65029225	INV	01/09/2025		208135121977	516801	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			18.73		
		Invoice Net				18.73		
29370	SCHOOL SPECIALTY	00026 65029125	INV	01/09/2025		208135121469	516802	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			98.00		
		Invoice Net				98.00		
29370	SCHOOL SPECIALTY	00026 65028725	INV	01/09/2025		208135121464	516803	
	1 03160042 520518 2415	THOMPSON E	SM INSTRUC			534.88		
		Invoice Net				534.88		
29370	SCHOOL SPECIALTY	00026 65028625	INV	01/09/2025		308104655244	516804	
	1 12113902 520501 3520	EXTEND DAY	SM SUPPLIE			628.43		
		Invoice Net				628.43		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29370	SCHOOL SPECIALTY	00026 65027225		INV	01/09/2025	208135082167	516808		
	1 03160042 520518 2415	THOMPSON E		SM INSTRUC		35.06			
		Invoice Net				35.06			
29370	SCHOOL SPECIALTY	00026 65027125		INV	01/09/2025	208135080273	516809		
	1 03160042 520518 2415	THOMPSON E		SM INSTRUC		34.90			
		Invoice Net				34.90			
29370	SCHOOL SPECIALTY	00026 65027925		INV	01/09/2025	208135205937	516810		
	1 03101202 520518 2415	BISHOP Art		SM INSTRUC		55.80			
		Invoice Net				55.80			
29370	SCHOOL SPECIALTY	00026 65027925		INV	01/09/2025	208135077260	516811		
	1 03101202 520518 2415	BISHOP Art		SM INSTRUC		285.91			
		Invoice Net				285.91			

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29370	SCHOOL SPECIALTY	00026	65029725	INV	01/09/2025	208135130030		516812	
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			7.77			
		Invoice Net				7.77			
29370	SCHOOL SPECIALTY	00026	65029625	INV	01/09/2025	208135130128		516813	
1	03160042 520528 2410	THOMPSON E	SM TEXTBOO			4.09			
		Invoice Net				4.09			
29370	SCHOOL SPECIALTY	00026	65025525	INV	01/09/2025	208135018666		516814	
1	03160042 520518 2415	THOMPSON E	SM INSTRUC			19.50			
		Invoice Net				19.50			
						CHECK TOTAL	11,823.34		----------
22103	SEE, HARRY	00000	252619	INV	01/09/2025	558		516404	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41			
		Invoice Net				97.00			
						CHECK TOTAL	97.00		----------
43242	SITAR, BARBARA IRVIN	00000	253271	INV	01/09/2025	Amulet 12-10-24		516452	
1	12013802 510102 6200	ADULT FALL	PS TEACHER			480.00			
2	12013802 520518 6200	ADULT FALL	SM INSTRUC			120.00			
		Invoice Net				600.00			
						CHECK TOTAL	600.00		----------
17373	SLATTERY, JAMES	00000	252619	INV	01/09/2025	582		516406	
1	03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09			
2	03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41			
3	03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09			
4	03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41			
		Invoice Net				97.00			
						CHECK TOTAL	97.00		----------
32432	AHOLD USA, INC.	00004	250764	INV	01/09/2025	2619		516782	
1	12285 520619 2210	FRIENDS OF	OE MISC EX			25.77			
		Invoice Net				25.77			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
32432	AHOLD USA, INC.	00004	251250	INV	01/09/2025	2620	516783		
1	03010052 520514 2440	AHS Second	SM FOOD SU			43.74			
		Invoice Net				43.74			
32432	AHOLD USA, INC.	00004	251122	INV	01/09/2025	2612	516784		
1	03011042 520518 2415	AHS Family	SM INSTRUC			78.64			
		Invoice Net				78.64			
32432	AHOLD USA, INC.	00004	251812	INV	01/09/2025	555599	516785		
1	12113902 520514 3520	EXTEND DAY	SM FOOD SU			351.79			

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			Invoice Net			351.79			
32432	AHOLD USA, INC.		00004	251251	INV 01/09/2025	555598		516786	
1	03010052	520522 2430	AHS Second	SM MISC SU		22.73			
			Invoice Net			22.73			
32432	AHOLD USA, INC.		00004	251812	INV 01/09/2025	2604		516787	
1	12113902	520514 3520	EXTEND DAY	SM FOOD SU		37.26			
			Invoice Net			37.26			
32432	AHOLD USA, INC.		00004	251187	INV 01/09/2025	555575		516788	
1	12393202	520619 2440	GUIDANCE R	OE MISC EX		166.37			
			Invoice Net			166.37			
32432	AHOLD USA, INC.		00004	251187	INV 01/09/2025	555558		516789	
1	12393202	520619 2440	GUIDANCE R	OE MISC EX		223.21			
			Invoice Net			223.21			
32432	AHOLD USA, INC.		00004	251124	INV 01/09/2025	2602		516790	
1	03011042	520518 2415	AHS Family	SM INSTRUC		87.99			
			Invoice Net			87.99			
32432	AHOLD USA, INC.		00004	251812	INV 01/09/2025	2611		516826	
1	12113902	520514 3520	EXTEND DAY	SM FOOD SU		177.95			
			Invoice Net			177.95			
					CHECK TOTAL		1,215.45		----------
33036	SULLIVAN, MICHAEL		00000	252619	INV 01/09/2025	593		516407	
1	03256022	520402 3510	ATHLETICS	CTR ATHLET		44.09			
2	03256082	520402 3510	ATHLETICS	CTR ATHLET		4.41			
3	03256092	520402 3510	ATHLETICS	CTR ATHLET		44.09			
4	03256192	520402 3510	ATHLETICS	CTR ATHLET		4.41			
			Invoice Net			97.00			
					CHECK TOTAL		97.00		----------
42872	SULLIVAN, PATRICK		00000	252619	INV 01/09/2025	578		516408	
1	03256022	520402 3510	ATHLETICS	CTR ATHLET		27.27			
2	03256082	520402 3510	ATHLETICS	CTR ATHLET		2.73			
3	03256092	520402 3510	ATHLETICS	CTR ATHLET		27.27			
4	03256192	520402 3510	ATHLETICS	CTR ATHLET		2.73			
			Invoice Net			60.00			
					CHECK TOTAL		60.00		----------
41457	SHC SERVICES INC		00001	252924	INV 01/09/2025	1140515A		516355	
1	03233012	520416 2330	SpEd Speci	CTR PROFES		1,382.92			
			Invoice Net			1,382.92			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
					CHECK TOTAL	1,382.92			----------
34895	DATAPRINT		00001	253159	INV 01/09/2025	155782	516280		
1	12013801 520601 6200		COMED ADMI	OE OTHER E		73.00			

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				Invoice Net			73.00			
						CHECK TOTAL	73.00			----------
16137	TAGUE, BRENDAN	00000	252619	INV	01/09/2025		551		516410	
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET				88.18			
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET				8.82			
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET				88.18			
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET				8.82			
				Invoice Net			194.00			
16137	TAGUE, BRENDAN	00000	252619	INV	01/09/2025		592		516411	
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET				44.09			
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET				4.41			
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET				44.09			
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET				4.41			
				Invoice Net			97.00			
						CHECK TOTAL	291.00			----------
20728	TRICON SPORTS	00002	253154	INV	01/09/2025		35238	Jacket	516274	
	1 12013801 520601 6200	COMED ADMI	OE OTHER E				875.00			
				Invoice Net			875.00			
20728	TRICON SPORTS	00002	253155	INV	01/09/2025		35248	Apron	516276	
	1 12013801 520601 6200	COMED ADMI	OE OTHER E				239.88			
				Invoice Net			239.88			
						CHECK TOTAL	1,114.88			----------
88888	BEN SWEET-BLOCK	00000		INV	01/09/2025		SWEET	LUNCH REFUND	516290	
	1 10004 484016	SCHOOL FOO	SCHL LUNCH				148.10			
				Invoice Net			148.10			
						CHECK TOTAL	148.10			----------
88888	BLOSSOM PINHEIRO	00000		INV	01/09/2025		LEILA	LUNCH REFUND	516287	
	1 10004 484016	SCHOOL FOO	SCHL LUNCH				54.80			
				Invoice Net			54.80			
						CHECK TOTAL	54.80			----------
88888	CAROLINE CAMPBELL MCCO	00000		INV	01/09/2025		L. M	LUNCH REFUND	516177	
	1 10004 484016	SCHOOL FOO	SCHL LUNCH				25.80			
				Invoice Net			25.80			
						CHECK TOTAL	25.80			----------
88888	DEBORAH MCMAKIN	00000		INV	01/09/2025		O. M.	LUNCH REFUND	516188	
	1 10004 484016	SCHOOL FOO	SCHL LUNCH				98.20			
				Invoice Net			98.20			

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					CHECK TOTAL	98.20	----------
88888 DIANA TRUDELL	00000	INV	01/09/2025	TRUDELL LUNCH REFUND		516292	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		74.90			
	Invoice Net			74.90			
				CHECK TOTAL	74.90		----------
88888 JIANXIN ZHAO	00000	INV	01/09/2025	J. S LUNCH REFUND		516293	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		69.40			
	Invoice Net			69.40			
				CHECK TOTAL	69.40		----------
88888 KARLA PALTER	00000	INV	01/09/2025	I. P. LUNCH REFUND		516286	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		162.00			
	Invoice Net			162.00			
				CHECK TOTAL	162.00		----------
88888 KELLY MOUNTAIN	00000	INV	01/09/2025	MOUNTAIN LUNCH REFND		516189	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		60.20			
	Invoice Net			60.20			
				CHECK TOTAL	60.20		----------
88888 KENDRA BIRD	00000	INV	01/09/2025	O.B. LUNCH REFUND		516176	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		89.90			
	Invoice Net			89.90			
				CHECK TOTAL	89.90		----------
88888 LINDSAY SWEENEY	00000	INV	01/09/2025	B. S. LUNCH REFUND		516289	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		56.00			
	Invoice Net			56.00			
				CHECK TOTAL	56.00		----------
88888 MARIA MATOS	00000	INV	01/09/2025	MATOS LUNCH REFUND		516187	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		135.55			
	Invoice Net			135.55			
				CHECK TOTAL	135.55		----------
88888 MEAGHAN SADDAWI	00000	INV	01/09/2025	SADDAWI LUNCH REFUND		516288	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		56.60			
	Invoice Net			56.60			
				CHECK TOTAL	56.60		----------
88888 RACHEL FADDEN	00000	INV	01/09/2025	S. O. LUNCH REFUND		516191	
1 10004 484016	SCHOOL FOO	SCHL LUNCH		10.70			
	Invoice Net			10.70			
				CHECK TOTAL	10.70		----------

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
88888 SARAH BERNARD		00000		INV	01/09/2025	MURNAGHAN LUNCH RFUN	516190		
1 10004	484016	SCHOOL FOO		SCHL LUNCH		99.10			
		Invoice Net				99.10			
						CHECK TOTAL 99.10			----------
88888 SHAWN SZTURMA		00000		INV	01/09/2025	SZTURMA LUNCH REFUND	516291		
1 10004	484016	SCHOOL FOO		SCHL LUNCH		109.00			
		Invoice Net				109.00			
						CHECK TOTAL 109.00			----------
88888 SHEILA RANGANATH		00000		INV	01/09/2025	M & N LUNCH REFUND	516178		
1 10004	484016	SCHOOL FOO		SCHL LUNCH		134.60			
		Invoice Net				134.60			
						CHECK TOTAL 134.60			----------
88888 STACY KITSIS		00000		INV	01/09/2025	KITSIS LUNCH REFUND	516186		
1 10004	484016	SCHOOL FOO		SCHL LUNCH		44.00			
		Invoice Net				44.00			
						CHECK TOTAL 44.00			----------
88888 TWYLA FINK		00000		INV	01/09/2025	I & G LUNCH REFUND	516179		
1 10004	484016	SCHOOL FOO		SCHL LUNCH		12.00			
		Invoice Net				12.00			
						CHECK TOTAL 12.00			----------
18547 TRUCK & BUS SUPPLY CO.		00001	250023	INV	01/09/2025	5894	516366		
1 03345302	520621 3300	TRANSP Tra		OE MOTOR V		425.04			
		Invoice Net				425.04			
						CHECK TOTAL 425.04			----------
74298 TURF EQUIPMENT COMPANY		00000	244809	INV	01/09/2025	98494	516172		
1 03325202	520521 4220	FAC Facili		SM MISC MA		199.64			
		Invoice Net				199.64			
74298 TURF EQUIPMENT COMPANY		00000	250740	INV	01/09/2025	102648	516173		
1 03325212	520510 4110	FAC Custod		SM EQUIPME		361.96			
		Invoice Net				361.96			
74298 TURF EQUIPMENT COMPANY		00000	250740	INV	01/09/2025	102649	516174		
1 03325212	520510 4110	FAC Custod		SM EQUIPME		114.00			
		Invoice Net				114.00			
						CHECK TOTAL 675.60			----------
27002 ULINE		00001	253301	INV	01/09/2025	186751035	516326		
1 03325202	520521 4220	FAC Facili		SM MISC MA		430.88			
		Invoice Net				430.88			
27002 ULINE		00001	253301	INV	01/09/2025	186330331	516328		
1 03325202	520521 4220	FAC Facili		SM MISC MA		517.43			
		Invoice Net				517.43			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL 948.31			----------
40495	US OMNI & TSACG COMPLI	00000	250881	INV	01/09/2025	116075	516547		
	1 03224032 520626 5100 C&I Human OE PENSION					343.10			
	Invoice Net					343.10			
						CHECK TOTAL 343.10			----------
27119	VALLEY COLLABORATIVE	00000	251244	INV	01/09/2025	2504172	516457		
	1 03233062 520645 9400 SpEd Out o OE TUITION					4,976.75			
	Invoice Net					4,976.75			
						CHECK TOTAL 4,976.75			----------
43367	VDA INC	00000	253234	INV	01/09/2025	00179499	516049		
	1 03325202 520406 4220 FAC Facili CTR ELEVAT					1,830.00			
	Invoice Net					1,830.00			
						CHECK TOTAL 1,830.00			----------
6406	VISI-FLASH RENTALS EAS	00000	253215	INV	01/09/2025	62168	516647		
	1 03325202 520516 4210 FAC Facili SM GROUNDS					1,542.50			
	Invoice Net					1,542.50			
						CHECK TOTAL 1,542.50			----------
13181	W. B. MASON CO INC	00001	251958	INV	01/09/2025	250168985	515930		
	1 03100042 520523 2430 BISHOP Ele SM OFFICE					36.40			
	Invoice Net					36.40			
13181	W. B. MASON CO INC	00001	253068	INV	01/09/2025	250980378	515933		
	1 03110042 520525 2430 BRACKETT E SM REPRO P					338.37			
	Invoice Net					338.37			
13181	W. B. MASON CO INC	00001	251957	INV	01/09/2025	249605724	515934		
	1 03110042 520525 2430 BRACKETT E SM REPRO P					233.57			
	Invoice Net					233.57			
13181	W. B. MASON CO INC	00001	251883	INV	01/09/2025	249512627	515935		
	1 03030052 520518 2415 GIBBS Seco SM INSTRUC					1,507.02			
	Invoice Net					1,507.02			
13181	W. B. MASON CO INC	00001	251883	INV	01/09/2025	249865193	515936		
	1 03030052 520518 2415 GIBBS Seco SM INSTRUC					28.15			
	Invoice Net					28.15			
13181	W. B. MASON CO INC	00001	251883	INV	01/09/2025	249726517	515937		
	1 03030052 520518 2415 GIBBS Seco SM INSTRUC					23.45			
	Invoice Net					23.45			
13181	W. B. MASON CO INC	00001	251883	INV	01/09/2025	249540795	515938		
	1 03030052 520518 2415 GIBBS Seco SM INSTRUC					472.58			
	Invoice Net					472.58			
13181	W. B. MASON CO INC	00001	251707	INV	01/09/2025	249375437	515940		
	1 03030052 520518 2415 GIBBS Seco SM INSTRUC					1,503.98			
	Invoice Net					1,503.98			
13181	W. B. MASON CO INC	00001	251956	INV	01/09/2025	249605609	515941		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
1	03130042 520525 2430	HARDY Elem		SM REPRO P		522.09			
		Invoice Net				522.09			
13181	W. B. MASON CO INC	00001	252872	INV	01/09/2025	250848432	515944		
1	03140042 520525 2430	PEIRCE Ele		SM REPRO P		2,039.60			
		Invoice Net				2,039.60			
13181	W. B. MASON CO INC	00001	251548	INV	01/09/2025	249141367	515945		
1	03140042 520518 2415	PEIRCE Ele		SM INSTRUC		172.58			
		Invoice Net				172.58			
13181	W. B. MASON CO INC	00001	251921	INV	01/09/2025	249540995	515946		
1	03140042 520523 2430	PEIRCE Ele		SM OFFICE		1,562.22			
		Invoice Net				1,562.22			
13181	W. B. MASON CO INC	00001	251921	INV	01/09/2025	249603487	515948		
1	03140042 520523 2430	PEIRCE Ele		SM OFFICE		595.95			
		Invoice Net				595.95			
13181	W. B. MASON CO INC	00001	252835	INV	01/09/2025	250848068	515949		
1	03150042 520525 2430	STRATTON E		SM REPRO P		2,039.60			
		Invoice Net				2,039.60			
13181	W. B. MASON CO INC	00001	252830	INV	01/09/2025	250667321	515950		
1	03150042 520525 2430	STRATTON E		SM REPRO P		210.73			
		Invoice Net				210.73			
13181	W. B. MASON CO INC	00001	253093	INV	01/09/2025	250985976	515951		
1	03020052 520523 2430	OMS Second		SM OFFICE		468.50			
		Invoice Net				468.50			
13181	W. B. MASON CO INC	00001	253089	INV	01/09/2025	250981185	515952		
1	03020052 520604 4230	OMS Second		OE CAPITAL		466.86			
		Invoice Net				466.86			
13181	W. B. MASON CO INC	00001	252667	INV	01/09/2025	250476066	515954		
1	03020052 520523 2430	OMS Second		SM OFFICE		572.88			
		Invoice Net				572.88			
13181	W. B. MASON CO INC	00001	252192	INV	01/09/2025	249926101	515955		
1	03020052 520523 2430	OMS Second		SM OFFICE		24.40			
		Invoice Net				24.40			
13181	W. B. MASON CO INC	00001	251407	INV	01/09/2025	248949477	515957		
1	03010052 520523 2430	AHS Second		SM OFFICE		41.78			
		Invoice Net				41.78			
13181	W. B. MASON CO INC	00001	251459	INV	01/09/2025	249340270	515958		
1	03010052 520523 2430	AHS Second		SM OFFICE		285.72			
		Invoice Net				285.72			
13181	W. B. MASON CO INC	00001	251696	INV	01/09/2025	249210810	515959		
1	03010052 520508 2351	AHS Second		SM EDUCATI		972.80			
2	03010052 520523 2430	AHS Second		SM OFFICE		23.96			
		Invoice Net				996.76			
13181	W. B. MASON CO INC	00001	252172	INV	01/09/2025	249895715	515961		
1	03010052 520523 2430	AHS Second		SM OFFICE		53.10			
		Invoice Net				53.10			
13181	W. B. MASON CO INC	00001	252172	INV	01/09/2025	249879176	515963		
1	03010052 520523 2430	AHS Second		SM OFFICE		624.75			
		Invoice Net				624.75			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181 W. B. MASON CO INC		00001	252191	INV	01/09/2025	249926043	515965		
1 03010052 520525 2430	AHS Second SM REPRO P					407.92			
	Invoice Net					407.92			
13181 W. B. MASON CO INC		00001	252818	INV	01/09/2025	250634491	515966		
1 03010052 520522 2430	AHS Second SM MISC SU					95.32			
	Invoice Net					95.32			
13181 W. B. MASON CO INC		00001	252935	INV	01/09/2025	250778137	515968		
1 03010052 520523 2430	AHS Second SM OFFICE					558.99			
	Invoice Net					558.99			
13181 W. B. MASON CO INC		00001	252935	INV	01/09/2025	250811416	515969		
1 03010052 520523 2430	AHS Second SM OFFICE					105.52			
	Invoice Net					105.52			
13181 W. B. MASON CO INC		00001	252504	INV	01/09/2025	250307514	515972		
1 03160042 520525 2430	THOMPSON E SM REPRO P					2,039.60			
	Invoice Net					2,039.60			
13181 W. B. MASON CO INC		00001	250009	INV	01/09/2025	251104429	516070		
1 03305012 520523 1410	FINANCE Bu SM OFFICE					36.88			
	Invoice Net					36.88			
13181 W. B. MASON CO INC		00001	251184	INV	01/09/2025	250978578	516071		
1 03214012 520514 1210	ADMIN Supe SM FOOD SU					64.43			
	Invoice Net					64.43			
13181 W. B. MASON CO INC		00001	252137	INV	01/09/2025	249870002	516072		
1 03120042 520525 2430	DALLIN Ele SM REPRO P					2,039.60			
	Invoice Net					2,039.60			
13181 W. B. MASON CO INC		00001	253087	INV	01/09/2025	250952385	516073		
1 03010052 520525 2430	AHS Second SM REPRO P					212.60			
	Invoice Net					212.60			
13181 W. B. MASON CO INC		00001	252828	INV	01/09/2025	250665554	516074		
1 03120042 520525 2430	DALLIN Ele SM REPRO P					441.23			
	Invoice Net					441.23			
13181 W. B. MASON CO INC		00001	252828	INV	01/09/2025	250698779	516076		
1 03120042 520525 2430	DALLIN Ele SM REPRO P					40.86			
	Invoice Net					40.86			
13181 W. B. MASON CO INC		00001	250021	INV	01/09/2025	249210508	516416		
1 03233012 520523 2430	SpEd Speci SM OFFICE					609.90			
	Invoice Net					609.90			
13181 W. B. MASON CO INC		00001	250021	INV	01/09/2025	247987301	516417		
1 03233012 520523 2430	SpEd Speci SM OFFICE					1.60			
	Invoice Net					1.60			
13181 W. B. MASON CO INC		00001	250019	INV	01/09/2025	247957457	516418		
1 03233002 520523 2430	SpEd Speci SM OFFICE					51.40			
	Invoice Net					51.40			
13181 W. B. MASON CO INC		00001	251925	INV	01/09/2025	249516481	516822		
1 03221182 520518 2415	C&I World SM INSTRUC					179.00			
	Invoice Net					179.00			
13181 W. B. MASON CO INC		00001	253005	INV	01/09/2025	251045062	516832		

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	1	03140042	520518	2415	PEIRCE Ele	SM INSTRUC		172.04		
					Invoice Net			172.04		

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
13181	W. B. MASON CO INC	00001	253005	INV	01/09/2025	251166267	516833		
1	03140042 520518 2415	PEIRCE Ele	SM INSTRUC			57.78			
		Invoice Net				57.78			
13181	W. B. MASON CO INC	00001	252453	INV	01/09/2025	250173496	516834		
1	03151172 520518 2415	STRATTON M	SM INSTRUC			187.98			
		Invoice Net				187.98			
13181	W. B. MASON CO INC	00001	252451	INV	01/09/2025	250173423	516835		
1	03141172 520518 2415	PEIRCE Mus	SM INSTRUC			187.98			
		Invoice Net				187.98			
13181	W. B. MASON CO INC	00001	252180	INV	01/09/2025	IS1738947	516868		
1	10005 520523	SCHOOL FOO	SM OFFICE			2,002.96			
		Invoice Net				2,002.96			
13181	W. B. MASON CO INC	00001	252180	INV	01/09/2025	IS1739559	516869		
1	10005 520523	SCHOOL FOO	SM OFFICE			2,387.34			
		Invoice Net				2,387.34			
13181	W. B. MASON CO INC	00001	252180	INV	01/09/2025	251045060	516871		
1	10005 520523	SCHOOL FOO	SM OFFICE			46.62			
		Invoice Net				46.62			
						CHECK TOTAL 26,748.59			----------
71823	GRAINGER	00001	252058	INV	01/09/2025	9325276443	515838		
1	03325202 520509 4220	FAC Facili	SM ELECTRI			153.24			
2	03325202 520509 4220	FAC Facili	SM ELECTRI			375.54			
		Invoice Net				528.78			
71823	GRAINGER	00001	250984	INV	01/09/2025	9325276435	515840		
1	03325202 520509 4220	FAC Facili	SM ELECTRI			105.44			
		Invoice Net				105.44			
71823	GRAINGER	00001	250984	INV	01/09/2025	9325276427	515842		
1	03325202 520509 4220	FAC Facili	SM ELECTRI			189.14			
		Invoice Net				189.14			
						CHECK TOTAL 823.36			----------
43703	W&J TRANSPORTATION INC	00000	253274	INV	01/09/2025	1020	516831		
1	12055 520401 3520	OUTDOOR ED	CTR CONTRA			12,000.00			
		Invoice Net				12,000.00			
						CHECK TOTAL 12,000.00			----------
15609	WALKER,INC	00000	252690	INV	01/09/2025	INV101861	516346		
1	10102025 520423 2354	SPED 240	CTR SIGNIF			2,037.50			
		Invoice Net				2,037.50			
						CHECK TOTAL 2,037.50			----------

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6440	WALL, JEANNE	00000	252619	INV	01/09/2025	572		516413	
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			22.73			
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			2.27			
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			22.73			
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			2.27			
		Invoice Net				50.00			

CASH ACCOUNT: 0000 104013 VENDOR 8304 WARRANT: 25156 01/09/2025

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT		DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	50.00			----------
27650	WEISS, ELLIOT S	00000	253180	INV	01/09/2025	1770		515849		
	1 03325202 520407 4220	FAC Facili	CTR ENGINE			720.00				
		Invoice Net				720.00				
27650	WEISS, ELLIOT S	00000	253180	INV	01/09/2025	1771		515850		
	1 03325202 520407 4220	FAC Facili	CTR ENGINE			360.00				
		Invoice Net				360.00				
						CHECK TOTAL	1,080.00			----------
74519	WEST MUSIC COMPANY	00001	252873	INV	01/09/2025	SI2470337		516829		
	1 03131172 520518 2415	HARDY Musi	SM INSTRUC			265.00				
		Invoice Net				265.00				
74519	WEST MUSIC COMPANY	00001	252929	INV	01/09/2025	SI2471498		516836		
	1 03141172 520518 2415	PEIRCE Mus	SM INSTRUC			757.55				
		Invoice Net				757.55				
						CHECK TOTAL	1,022.55			----------
16308	WHITE, STEVEN	00000	252619	INV	01/09/2025	557		516414		
	1 03256022 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	2 03256082 520402 3510	ATHLETICS	CTR ATHLET			4.41				
	3 03256092 520402 3510	ATHLETICS	CTR ATHLET			44.09				
	4 03256192 520402 3510	ATHLETICS	CTR ATHLET			4.41				
		Invoice Net				97.00				
						CHECK TOTAL	97.00			----------
74560	WILSON LANGUAGE TRAINI	00000	253096	INV	01/09/2025	INV91361		516828		
	1 03100042 520508 2354	BISHOP Ele	SM EDUCATI			105.00				
		Invoice Net				105.00				
74560	WILSON LANGUAGE TRAINI	00000	252933	INV	01/09/2025	INV90849		516830		
	1 03110042 520518 2415	BRACKETT E	SM INSTRUC			353.16				
		Invoice Net				353.16				
						CHECK TOTAL	458.16			----------
40438	WORKCARE INC	00000	250043	INV	01/09/2025	WCI-00404049		516365		
	1 03345302 520416 3300	TRANSP Tra	CTR PROFES			206.80				
		Invoice Net				206.80				
						CHECK TOTAL	206.80			----------

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43679 ZOLFONOON, LAUREL	00000	253267 INV	01/09/2025		Yoga Dance 12/10/24	516448	
1 12013802 510102 6200	ADULT FALL	PS TEACHER		495.00			
	Invoice Net			495.00			
			CHECK TOTAL		495.00		----------

590 INVOICES	WARRANT TOTAL	1,007,219.24	1,007,219.24	
	CASH ACCOUNT BALANCE		135,108.55	

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FUND	ORG		ACCOUNT		AMOUNT	AVLB BUDGET
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520416	CTR PROFESSIONAL TECH	700.00	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520504	SM COMPUTER SOFTWARE	48.00	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520508	SM EDUCATIONAL SUPPLIE	972.80	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520514	SM FOOD SUPPLIES	43.74	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	270.48	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520522	SM MISC SUPPLIES	161.97	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520522	SM MISC SUPPLIES	450.55	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	1,693.82	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520525	SM REPRO PAPER TONER S	708.52	219,288.41
0003	03010052	AHS Secondary Educ	0003-3-300-301-0004-003005-0001-02-520610	OE FIELD TRIPS	350.00	219,288.41
0003	03011042	AHS Family and Con	0003-3-300-301-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	2,824.49	5,714.63
0003	03011122	AHS Science	0003-3-300-301-0004-003112-0001-02-520518	SM INSTRUCTIONAL MATER	2,191.45	275.71
0003	03011152	AHS Social Studies	0003-3-300-301-0004-003115-0001-02-520528	SM TEXTBOOKS BOOKS PER	52.99	14,410.65
0003	03011162	AHS Library/Media	0003-3-300-301-0004-003116-0001-02-520528	SM TEXTBOOKS BOOKS PER	181.50	73,451.76
0003	03011202	AHS Art	0003-3-300-301-0004-003120-0001-02-520518	SM INSTRUCTIONAL MATER	1,049.45	8,196.35
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	487.13	120,228.44
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520523	SM OFFICE SUPPLIES	1,065.78	120,228.44
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520604	OE CAPITAL EQUIPMENT/F	466.86	120,228.44
0003	03020052	OMS Secondary Educ	0003-3-300-302-0004-003005-0001-02-520610	OE FIELD TRIPS	3,186.81	120,228.44
0003	03021042	OMS Family and Con	0003-3-300-302-0004-003104-0001-02-520518	SM INSTRUCTIONAL MATER	386.65	71.12
0003	03021152	OMS SOCIAL STUDIES	0003-3-300-302-0004-003115-0001-02-520528	SM TEXTBOOKS BOOKS PER	315.00	4,361.00
0003	03021172	OMS Music	0003-3-300-302-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	70.00	36,159.56
0003	03021222	OMS Professional D	0003-3-300-302-0002-003122-0001-02-520508	SM EDUCATIONAL SUPPLIE	450.00	-3,585.25
0003	03021222	OMS Professional D	0003-3-300-302-0002-003122-0001-02-520629	OE PROFESSIONAL AFFLIA	1,200.00	-3,585.25
0003	03030052	GIBBS Secondary Ed	0003-3-300-303-0004-003005-0001-02-520518	SM INSTRUCTIONAL MATER	3,694.68	116,590.70
0003	03031102	INSTRUCTIONAL MATE	0003-3-300-303-0004-003110-0000-02-520518	SM INSTRUCTIONAL MATER	402.56	-500.49
0003	03031172	GIBBS Music	0003-3-300-303-0004-003117-0001-02-520518	SM INSTRUCTIONAL MATER	53.50	7,112.00
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520508	SM EDUCATIONAL SUPPLIE	105.00	50,751.22
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	74.23	50,751.22
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520523	SM OFFICE SUPPLIES	36.40	50,751.22
0003	03100042	BISHOP Elementary	0003-3-300-310-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	268.69	50,751.22
0003	03101202	BISHOP Art	0003-3-300-310-0003-003120-0001-02-520518	SM INSTRUCTIONAL MATER	341.71	860.35
0003	03110042	BRACKETT Elementar	0003-3-300-311-0003-003004-0001-02-520518	SM INSTRUCTIONAL MATER	1,644.71	38,286.51
0003	03110042	BRACKETT Elementar	0003-3-300-311-0003-003004-0001-02-520525	SM REPRO PAPER TONER S	571.94	38,286.51

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0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520518	SM	INSTRUCTIONAL MATER	292.81	43,999.92
0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520523	SM	OFFICE SUPPLIES	223.41	43,999.92
0003	03120042	DALLIN Elementary	0003-3-300-312-0003-003004-0001-02-520525	SM	REPRO PAPER TONER S	2,521.69	43,999.92
0003	03121102	INSTRUCTIONAL MATE	0003-3-300-312-0003-003001-0000-02-520518	SM	INSTRUCTIONAL MATER	258.56	.09
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520518	SM	INSTRUCTIONAL MATER	1,082.84	28,923.03
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520525	SM	REPRO PAPER TONER S	522.09	28,923.03
0003	03130042	HARDY Elementary E	0003-3-300-313-0003-003004-0001-02-520528	SM	TEXTBOOKS BOOKS PER	941.30	28,923.03
0003	03131102	INSTRUCTIONAL MATE	0003-3-300-313-0003-003110-0000-02-520518	SM	INSTRUCTIONAL MATER	528.10	.90
0003	03131172	HARDY Music	0003-3-300-313-0003-003117-0001-02-520518	SM	INSTRUCTIONAL MATER	265.00	252.90
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520518	SM	INSTRUCTIONAL MATER	487.52	20,466.51
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520523	SM	OFFICE SUPPLIES	3,136.03	20,466.51
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520525	SM	REPRO PAPER TONER S	2,039.60	20,466.51
0003	03140042	PEIRCE Elementary	0003-3-300-314-0003-003004-0001-02-520528	SM	TEXTBOOKS BOOKS PER	484.40	20,466.51
0003	03141162	PEIRCE Library/Med	0003-3-300-314-0003-003116-0001-02-520528	SM	TEXTBOOKS BOOKS PER	2,317.39	766.74
0003	03141172	PEIRCE Music	0003-3-300-314-0003-003117-0001-02-520518	SM	INSTRUCTIONAL MATER	945.53	1,059.18

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FUND	ORG		ACCOUNT			AMOUNT	AVLB BUDGET
0003	03150042	STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520523	SM	OFFICE SUPPLIES	34.62	11,092.85
0003	03150042	STRATTON Elementar	0003-3-300-315-0003-003004-0001-02-520525	SM	REPRO PAPER TONER S	2,250.33	11,092.85
0003	03151172	STRATTON Music	0003-3-300-315-0003-003117-0001-02-520518	SM	INSTRUCTIONAL MATER	187.98	2,602.54
0003	03151222	STRATTON Professio	0003-3-300-315-0002-003122-0001-02-520508	SM	EDUCATIONAL SUPPLIE	2,750.00	-5,312.00
0003	03160042	THOMPSON Elementar	0003-3-300-316-0003-003004-0001-02-520518	SM	INSTRUCTIONAL MATER	2,571.15	50,396.43
0003	03160042	THOMPSON Elementar	0003-3-300-316-0003-003004-0001-02-520525	SM	REPRO PAPER TONER S	2,039.60	50,396.43
0003	03160042	THOMPSON Elementar	0003-3-300-316-0003-003004-0001-02-520528	SM	TEXTBOOKS BOOKS PER	4.09	50,396.43
0003	03161162	THOMPSON Library/M	0003-3-300-316-0003-003116-0001-02-520528	SM	TEXTBOOKS BOOKS PER	286.33	544.97
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520416	CTR	PROFESSIONAL TECH	10,160.00	7,186.20
0003	03214012	ADMIN Superintende	0003-3-300-321-0001-003401-0001-02-520514	SM	FOOD SUPPLIES	169.43	7,186.20
0003	03221022	C&I English/Langua	0003-3-300-322-0002-003102-0001-02-520629	OE	PROFESSIONAL AFFLIA	2,420.00	170,659.79
0003	03221092	C&I ELL	0003-3-300-322-0002-003109-0001-02-520518	SM	INSTRUCTIONAL MATER	172.50	9,695.74
0003	03221112	C&I Math	0003-3-300-322-0002-003111-0001-02-520518	SM	INSTRUCTIONAL MATER	63.20	7,784.70
0003	03221122	C&I Science	0003-3-300-322-0002-003112-0001-02-520518	SM	INSTRUCTIONAL MATER	43.14	21,998.56
0003	03221152	C&I Social Studies	0003-3-300-322-0002-003115-0001-02-520518	SM	INSTRUCTIONAL MATER	659.34	116.10
0003	03221152	C&I Social Studies	0003-3-300-322-0002-003115-0001-02-520629	OE	PROFESSIONAL AFFLIA	60.00	116.10
0003	03221172	C&I Music	0003-3-300-322-0002-003117-0001-02-520416	CTR	PROFESSIONAL TECH	1,138.00	23,409.79
0003	03221172	C&I Music	0003-3-300-322-0002-003117-0001-02-520504	SM	COMPUTER SOFTWARE	12,900.00	23,409.79
0003	03221172	C&I Music	0003-3-300-322-0002-003117-0001-02-520518	SM	INSTRUCTIONAL MATER	8.00	23,409.79
0003	03221182	C&I World Language	0003-3-300-322-0002-003118-0001-02-520518	SM	INSTRUCTIONAL MATER	179.00	18,185.19
0003	03221192	C&I Physical Educa	0003-3-300-322-0002-003119-0001-02-520416	CTR	PROFESSIONAL TECH	3.75	13,086.57
0003	03221222	C&I Professional D	0003-3-300-322-0002-003122-0001-02-520612	OE	GRADUATE COURSE REI	840.00	-60,633.28
0003	03221222	C&I Professional D	0003-3-300-322-0002-003122-0001-02-520629	OE	PROFESSIONAL AFFLIA	1,142.80	-60,633.28
0003	03224032	C&I Human Resource	0003-3-300-322-0001-003403-0001-02-520626	OE	PENSIONS	343.10	-1,673.55
0003	03233002	SpEd Special Ed Ad	0003-3-300-323-0005-003300-0002-02-520523	SM	OFFICE SUPPLIES	51.40	-1,827,264.62
0003	03233002	SpEd Special Ed Ad	0003-3-300-323-0005-003300-0002-02-520603	OE	BUSINESS TRAVEL	22.78	-1,827,264.62
0003	03233002	SpEd Special Ed Ad	0003-3-300-323-0005-003300-0002-02-520629	OE	PROFESSIONAL AFFLIA	499.00	-1,827,264.62
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR	PROFESSIONAL TECH	925.78	-1,827,264.62
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR	PROFESSIONAL TECH	3,740.50	-1,827,264.62
0003	03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520416	CTR	PROFESSIONAL TECH	23,546.54	-1,827,264.62

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0003 03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520518	SM	INSTRUCTIONAL MATER	712.36	-1,827,264.62
0003 03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520523	SM	OFFICE SUPPLIES	611.50	-1,827,264.62
0003 03233012	SpEd Special Educa	0003-3-300-323-0005-003301-0002-02-520605	OE	COMPUTER EQUIPMENT	1,598.00	-1,827,264.62
0003 03233022	SpEd Pupil Service	0003-3-300-323-0005-003302-0002-02-520416	CTR	PROFESSIONAL TECH	684.25	-1,827,264.62
0003 03233052	SpEd One to One As	0003-3-300-323-0005-003305-0002-02-520645	OE	TUITION OTHER SCHOO	13,719.00	-1,827,264.62
0003 03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE	TUITION OTHER SCHOO	61,584.02	-1,827,264.62
0003 03233062	SpEd Out of Distri	0003-3-300-323-0005-003306-0002-02-520645	OE	TUITION OTHER SCHOO	123,621.62	-1,827,264.62
0003 03256022	ATHLETICS Athletic	0003-3-300-325-0004-003602-0001-02-520402	CTR	ATHLETIC SERVICES	1,465.86	21,199.97
0003 03256032	ATHLETICS Athletic	0003-3-300-325-0004-003603-0001-02-520402	CTR	ATHLETIC SERVICES	3,000.00	-1,359.52
0003 03256082	ATHLETICS Athletic	0003-3-300-325-0004-003608-0001-02-520402	CTR	ATHLETIC SERVICES	146.64	7,599.00
0003 03256092	ATHLETICS Athletic	0003-3-300-325-0004-003609-0001-02-520402	CTR	ATHLETIC SERVICES	1,465.86	90,947.94
0003 03256132	ATHLETICS-SKI TEAM	0003-3-300-325-0004-003613-0001-02-520402	CTR	ATHLETIC SERVICES	2,640.00	5,871.02
0003 03256192	ATHLETICS Athletic	0003-3-300-325-0004-003619-0001-02-520402	CTR	ATHLETIC SERVICES	146.64	6,661.64
0003 03305012	FINANCE Business O	0003-3-300-330-0001-003501-0001-02-520511	SM	EQUIPMENT RENTAL	1,310.94	-2,094.35
0003 03305012	FINANCE Business O	0003-3-300-330-0001-003501-0001-02-520523	SM	OFFICE SUPPLIES	36.88	-2,094.35
0003 03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520403	CTR	BOILER CONTRACTED	2,945.00	57,856.20
0003 03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520405	CTR	ELECTRICAL SERVICE	1,440.00	57,856.20
0003 03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520406	CTR	ELEVATOR MAINTENAN	2,763.00	57,856.20
0003 03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520407	CTR	ENGINEERING SERVIC	1,080.00	57,856.20

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FUND	ORG		ACCOUNT			AMOUNT	AVLB BUDGET
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520411	CTR	HVAC CONTRACTED SE	1,230.00	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520415	CTR	PLUMBING SERVICES	260.00	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520418	CTR	SECURITY SERVICES	13,138.65	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520503	SM	CARPENTRY SUPPLIES	3,374.05	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520509	SM	ELECTRICAL SUPPLIES	823.36	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520513	SM	FLOORING SUPPLIES/S	647.40	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520516	SM	GROUNDS SUPPLIES	1,542.50	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520521	SM	MISC MAINTENANCE SU	1,147.95	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520524	SM	PLUMBING SUPPLIES	2,008.71	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520530	SM	WINDOW GLASS SERVIC	748.56	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520620	OE	MISC MAINTENANCE SE	3,683.40	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520623	OE	NATURAL GAS	37,274.66	57,856.20
0003	03325202	FAC Facilities Mai	0003-3-300-332-0008-003520-0001-02-520628	OE	POWER ELECTRICITY	25,436.59	57,856.20
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520416	CTR	PROFESSIONAL TECH	90.00	-69,172.43
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520507	SM	CUSTODIAL SUPPLIES	54,610.84	-69,172.43
0003	03325212	FAC Custodial Serv	0003-3-300-332-0008-003521-0001-02-520510	SM	EQUIPMENT MAINTENAN	475.96	-69,172.43
0003	03343092	TRANSP Transportat	0003-3-300-334-0005-003309-0002-02-520404	CTR	CONTRACTED TRANSPO	9,500.00	-286,223.36
0003	03343102	TRANSP Transportat	0003-3-300-334-0005-003310-0002-02-520404	CTR	CONTRACTED TRANSPO	46,302.95	-311,472.18
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520416	CTR	PROFESSIONAL TECH	206.80	-2,448.89
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520621	OE	MOTOR VEHICLE REPAI	1,476.76	-2,448.89
0003	03345302	TRANSP Transportat	0003-3-300-334-0008-003530-0001-02-520625	OE	OTHER PAYMENTS	39,000.00	-2,448.89
0003	03345322	TRANSP Transportat	0003-3-300-334-0008-003532-0001-02-520404	CTR	CONTRACTED TRANSPO	5,770.00	-206,919.50
0003	03992012	SYSTEM Health Serv	0003-3-300-399-0002-003201-0001-02-520508	SM	EDUCATIONAL SUPPLIE	30.02	2,456.49
0003	03992012	SYSTEM Health Serv	0003-3-300-399-0002-003201-0001-02-520520	SM	MEDICAL SURGICAL SU	588.84	2,456.49
0003	03994022	DIVERSITY EQUITY A	0003-3-300-399-0002-003402-0000-02-520508	SM	EDUCATIONAL SUPPLIE	185.36	8,443.43
0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520401	CTR	CONTRACTED SERVICE	200.00	118,712.72

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0003	03994102	COMMUNICATIONS & F	0003-3-300-399-0001-003410-0001-02-520601	OE	OTHER EXPENSES	49.58	118,712.72
					FUND TOTAL	582,554.55	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1000	10004	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-40-484016		SCHOOL LUNCH RECEIPTS	1,440.85	.00
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520401	CTR	CONTRACTED SERVICE	1,242.00	797,484.98
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520514	SM	FOOD SUPPLIES	91,111.82	797,484.98
1000	10005	SCHOOL FOOD	1000-3-300-331-0000-003512-0012-50-520523	SM	OFFICE SUPPLIES	4,436.92	797,484.98
					FUND TOTAL	98,231.59	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1002	10022025	IMPROVING EDUC QLT	1002-3-300-336-2025-003702-0003-00-520643	OE	TITLE IIA-ARL CATHO	500.00	4,782.80
					FUND TOTAL	500.00	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1009	10092024	EARLY PARTNERSHIP	1009-3-300-323-2024-003301-0003-00-520508	SM	EDUCATIONAL SUPPLIE	474.79	28.17

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FUND	ORG	ACCOUNT				AMOUNT	AVLB BUDGET
					FUND TOTAL	474.79	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1010	10102024	SPED 240(94-142) A	1010-3-300-323-2024-003301-0003-00-520423	CTR	SIGNIFICANT DISPRO	2,800.00	3,292.39
1010	10102025	SPED 240(94-142) A	1010-3-300-323-2025-003301-0003-00-520423	CTR	SIGNIFICANT DISPRO	8,757.50	75,422.23
					FUND TOTAL	11,557.50	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1022	10222024	SAMSHA ARL MNTL HL	1022-3-300-336-2024-003202-0003-00-520416	CTR	PROFESSIONAL TECH	22,111.94	-10,735.94
1022	10222025	SAMSHA ARL MNTL HL	1022-3-300-336-2025-003202-0003-00-520416	CTR	PROFESSIONAL TECH	27,888.06	.00
					FUND TOTAL	50,000.00	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1100	11002025	SAFE SCHOOLS	1100-3-300-336-2025-003999-0005-00-520416	CTR	PROFESSIONAL TECH	10,000.00	.00
					FUND TOTAL	10,000.00	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				

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1108	11082024	METCO GRANT	1108-3-300-326-2024-003404-0005-00-520508	SM	EDUCATIONAL SUPPLIE	2,250.00	-1,188.29
1108	11082025	METCO GRANT	1108-3-300-326-2025-003404-0005-00-520416	CTR	PROFESSIONAL TECH	4,750.00	54,250.00
					FUND TOTAL	7,000.00	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1116	11162024	SUMMER PAC (317B M	1116-3-300-326-2025-003405-0005-00-520404	CTR	CONTRACTED TRANSPO	12,410.00	.00
					FUND TOTAL	12,410.00	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520523	SM	OFFICE SUPPLIES	21.16	1,491,180.85
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520601	OE	OTHER EXPENSES	1,187.88	1,491,180.85
1201	12013801	COMM ED-GENERAL AD	1201-3-300-343-0000-003801-0011-00-520630	OE	RENTALS	600.00	1,491,180.85
1201	12013802	COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-510102	PS	TEACHER SALARIES	18,827.50	1,491,180.85
1201	12013802	COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-510328	OS	TEMPORARY SALARY WA	240.00	1,491,180.85
1201	12013802	COMM ED - ADULT ED	1201-3-300-343-0000-003802-0011-00-520518	SM	INSTRUCTIONAL MATER	735.00	1,491,180.85
1201	12013803	COMM ED - ADULT ED	1201-3-300-343-0000-003803-0011-00-510102	PS	TEACHER SALARIES	420.00	1,491,180.85
1201	12013804	COMM ED - ADULT ED	1201-3-300-343-0000-003804-0011-00-510102	PS	TEACHER SALARIES	420.00	1,491,180.85
1201	12013806	COMM ED - YOUTH ED	1201-3-300-343-0000-003806-0011-00-520518	SM	INSTRUCTIONAL MATER	30.98	1,491,180.85
					FUND TOTAL	22,482.52	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				

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FUND	ORG		ACCOUNT			AMOUNT	AVLB BUDGET
1205	12055	OUTDOOR ED	1205-3-300-336-0000-003999-0011-50-520401	CTR	CONTRACTED SERVICE	12,000.00	72,209.06
1205	12055	OUTDOOR ED	1205-3-300-336-0000-003999-0011-50-520506	SM	CURRICULUM SUPPLIES	11.95	-396.09
					FUND TOTAL	12,011.95	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1211	12113902	CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520501	SM	SUPPLIES AND MATERI	3,734.94	772,763.79
1211	12113902	CH71/47 EXTENDED D	1211-3-300-341-0000-003902-0011-00-520514	SM	FOOD SUPPLIES	8,856.62	772,763.79
					FUND TOTAL	12,591.56	
CASH ACCOUNT 0000 104013			BALANCE 135,108.55				
1212	12123520	BLDG USER FEES/ART	1212-3-300-332-0000-003520-0011-00-520401	CTR	CONTRACTED SERVICE	9,750.00	80,620.94
1212	12123520	BLDG USER FEES/ART	1212-3-300-332-0000-003520-0011-00-520510	SM	EQUIPMENT MAINTENAN	3,596.76	80,620.94

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				FUND TOTAL	13,346.76	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1222 12223005	FOREIGN LANGUAGES	1222-3-300-301-0000-003005-0009-00-520601	OE OTHER EXPENSES		32.92	-105,405.15
				FUND TOTAL	32.92	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1223 12235	BISHOP BUS FEES	1223-3-300-334-0000-003530-0011-50-520401	CTR CONTRACTED SERVICE		35,000.00	275,322.57
				FUND TOTAL	35,000.00	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1228 12285	FRIENDS OF AHS	1228-3-300-301-0000-003005-0008-50-520619	OE MISC EXPENSES		815.16	64,250.51
				FUND TOTAL	815.16	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1232 12325	DRAMA GUILD	1232-3-300-322-0000-003106-0011-50-520619	OE MISC EXPENSES		377.97	14,587.39
				FUND TOTAL	377.97	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1234 12345	GILBERT & SULLIVAN	1234-3-300-322-0000-003117-0011-50-520619	OE MISC EXPENSES		1,698.32	19,662.94

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FUND	ORG	ACCOUNT			AMOUNT	AVLB BUDGET
				FUND TOTAL	1,698.32	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1235 12355	MENOTOMY CONCERT	1235-3-300-318-0000-003117-0011-50-520619	OE MISC EXPENSES		150.00	1,700.00
				FUND TOTAL	150.00	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					
1239 12393202	GUIDANCE REVOLVING	1239-3-300-323-0000-003202-0011-00-520619	OE MISC EXPENSES		420.51	-135,249.14
				FUND TOTAL	420.51	
CASH ACCOUNT 0000 104013	BALANCE 135,108.55					

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1303	13032501 AEF - EMPOWERING I	1303-3-300-336-2025-003004-0008-00-520401	CTR CONTRACTED SERVICE	4,500.00		.00
			FUND TOTAL	4,500.00		
CASH ACCOUNT 0000 104013 BALANCE 135,108.55						
2320	23201921 ARPA HVAC DESIGN	2320-1-192-192-2024-000000-1.4 -50-582010	ARPA HVAC DESIGN	1,000.00		.00
2320	23203004 BRACKETT PLAYGROUN	2320-3-300-300-2025-000000-3.5 -00-584004	BRACKETT PLAYGROUND	17,753.50		.00
			FUND TOTAL	18,753.50		
CASH ACCOUNT 0000 104013 BALANCE 135,108.55						
4025	43002502 ALL SCHOOLS - PHOT	4025-3-300-300-2025-250040-0000-58-524027	PHOTOCOPIER LEASE	8,279.64		.00
4025	43002505 SCHOOL WEATHERIZAT	4025-3-300-300-2025-250043-0000-58-585088	WEATHERIZATION PROJECT	9,921.00		10,942.79
			FUND TOTAL	18,200.64		
CASH ACCOUNT 0000 104013 BALANCE 135,108.55						
5020	53002001 PLAYGROUND UPDATES	5020-3-300-300-2020-200061-0000-58-584004	PLAYGROUND IMPROVEMENT	5,596.48		39.04
			FUND TOTAL	5,596.48		
CASH ACCOUNT 0000 104013 BALANCE 135,108.55						
5025	53002512 BRACKETT SCHOOL PL	5025-3-300-300-2025-250055-0000-58-584004	PLAYGROUND IMPROVEMENT	88,512.52		.00
			FUND TOTAL	88,512.52		
CASH ACCOUNT 0000 104013 BALANCE 135,108.55						

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FUND	ORG	ACCOUNT		AMOUNT	AVLB BUDGET
			WARRANT SUMMARY TOTAL	1,007,219.24	
			GRAND TOTAL	1,007,219.24	

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Arlington School Committee DRAFT Meeting Minutes
December 19, 2024

School Committee Room
Arlington Public Schools District Office
14 Mill Brook Drive
Arlington, MA 02476

6:30 p.m. Open Meeting (P. Schlichtman)
P. Schlichtman, Chair of the Arlington School Committee, called the meeting to order at 6:30 p.m.

In attendance: J. Morgan, L. Gitelson, J. Thielman, K. Allison-Ampe, L. Kardon, L. Exton, Superintendent E. Homan, Deputy Superintendent of Teaching and Learning M. Ford Walker, Superintendent of Finance and Operations F. Gorski, Director of Human Resources R. Spiegel, Assistant Superintendent of Student Services A. Elmer, AEA Representative J. Keyes, AHS Student Representatives Z. Phan, L. Fritsch.

6:31 p.m. Public Comment (P. Schlichtman)
Patrycja Vasilyev Missiuro, 18 Cleveland Street, spoke about the Math Curriculum and the equal and fair access that should be available to all students. She thanked the Committee for all the options but asked that Dr. Homan and Dr. Ford Walker work with the parents to bring a more challenging curriculum to students.

Dennis Grudkowski, 57 Wollaston Avenue (remote), spoke about the Math Curriculum and feels that kids are being held back rather than advanced forward and said that his students need math classes that will engage them.

Cheryl Miller, 10 Thesda Street (remote), spoke about Chronic Absenteeism and how her child's needs are not being met. Says she and her child were shamed and says there is no collaboration at all with the District. Says staff failed to identify the daughter's autism and labeled her child as anxious. Says her child is sitting at home alone, for months.

6:50 p.m. AEA Representative (J. Keyes)
J. Keyes represented the AEA this evening.

6:46 p.m. AHS Student Representative (P. Schlichtman)
L. Fritsch and Z. Phan are the two AHS student representatives at the meeting this evening. L. Fritsch reported that the Hockey Coach led his 400th victory in Hockey. Z. Phan reported that sports are two to three weeks in a lot of sports so far. L. Fritsch reported that it's Spirit Week and it was nice to see everyone participated and the Student Council passed out hot chocolate.

There was a fire drill today and it was a bit chaotic because of the tests being taken. Z. Phan reported that Wellness Workshops were held this week – promoting mental health. Z. Phan reported that he went to musical performances today and it was cool to see them share their music.

6:43 p.m. Model Congress Club Field Trip Approval and Vote (E. Tonachel)
E. Tonachel, History teacher at AHS and co-advisor for the Model Congress Club at AHS, spoke about the Harvard Model Congress Club field trip. This Program is a mentorship program with the Harvard Model Congress Club where undergraduate students assist high schoolers. The Program happens during February break at a hotel in the Prudential Center. This Mentorship Program is fully funded by Harvard Model Congress Mentorship Program. This trip needs the School Committee approval because it is an overnight Program.

On a **motion** by J. Thielman, **seconded** by L. Exton, it was **voted** to approve the Field trip with the assurance that the Superintendent will make sure the form is correct. K. Allison-Ampe believes this should be put under Consent Agenda for approval rather than as a separate agenda item for approval next year. It was a 6-0-1 **vote** in the affirmative (J. Morgan abstaining)..

6:50 p.m. Community Outreach Dog (Roger) Program (Chief Flaherty/B. White)
Officer White and Officer Roger (dog in training) were here with Chief Flaherty. This past year they partnered with the Arlington Rotary Club in the Community Outreach Dog Program. The Arlington Rotary Club supports the cost of the dog and the training. Officer White explained how the dog will be used in the schools. Roger (the dog) starts training right after the new year. Six weeks of training here and then Roger goes away to sleep over camp to become a certified therapy dog. Roger has been a huge hit.

L. Gitelson is concerned about fears of the dog by kids in school. B. White said they will never be brought around kids who are afraid. The dog is hypoallergenic. L. Gitelson hopes this program will help his kid but she wants to be sure they are aware. The Chief said they are in process of creating a Policy around the presentations they will present to the Schools. Dr. Homan commented on how these Programs work and how the students are in the driver's seat if they aren't comfortable (i.e., designated areas). J. Morgan asked if there are concerns about the other furry friends in the schools that will prevent Roger from doing his job. Officer White said Roger met Andy, the Stratton Therapy Dog today, and all went well.

7:01 p.m. Dallin School Improvement Plans (T. Dingman and S. Karustis)
T. Dingman introduced himself and the Assistant Principal, S. Karustis. T. Dingman has been the Principal at Dallin for 11 years and S. Karustis has been the Assistant Principal for 8 years. There are 390 students with a staff of over 70. The Dallin wins included data on focal group growth, Dallin growth and Dallin Read. Dallin's social/emotional data was presented; Dallin is showing positive results in rigorous expectations, positive feelings and strong sense of belonging. The key challenges were presented showing a consistently lower performance for

students with disabilities, an unchanged sense of belonging and an overall decline in Science outcomes.

T. Dingman reviewed the School Priorities based on the various strategic goals as well as the key initiatives and action steps. The Strategic Focus is for every student to have at least one hour of uninterrupted ELA instruction daily, "lifting" the core practices of Learning Targets and Academic Discourse, year-long Professional Development and Coaching, 5th grade students supporting their peers using the Playworks Junior Coaches training, Student Voice Initiatives (elevating Stakeholder Voice, redesigning Whole Child Team, Empathy Interviews), which will be expanded to include the Community, and the Whole Child Team Reframe (collaborative problem solving and professional growth).

The resources requested to support Dallin Success included paraprofessional, interventionists, SLP-A, and Special Educators. T. Dingman thanked the PTO, families and communities in the Dallin area. He thanked Arlington for continuing to support the schools as he is the father of two seniors in the System. L. Kardon commented on the enrollment and said that resources will be extremely tight next year. He asked how T. Dingman sees making improvements with the current staff and/or reduced staff. L. Kardon also thanked T. Dingman for his work as Principal at Dallin. The Superintendent said that Dallin is the model school in the District for what Deeper Learning looks like.

7:25 p.m. Arlington High School School Improvement Plan (M. Janger)
M. Janger, Arlington High School principal, presented his agenda and the school mascot. A big feature at AHS is the growing enrollment and the building growth. The wins of Arlington High School were reviewed and included that Arlington High School is on track to the new Phase 3 Athletics Wing. Students continued to rank high in MCAS performance. The school climate and culture measures are trending upward over the past three years. There has been an increase in AP exams and AP Scholar Awards. There is expanded programming with the launch of the Smartlab and Ponder Cafe. Attendance rates are strong, surpassing pre-pandemic levels.

The three-year trend lines of the Panorama Student Survey are all trending upward. Belonging is going up the most, even though it's lower than the others. The enrollment trends were reviewed as well.

Challenges include construction time demands, enrollment growth and staffing challenges, not enough custodial and maintenance support, gaps in outcomes for underserved demographic subgroups, the desire to increase equity of access to high levels of curriculum, deeper learning and student engagement. Belonging remains half-full with gaps for African-American, Special Ed and Transgender students.

The 2024-2025 Strategic Academic Goals and how the work is being done/will be done were reviewed and included Teacher Learning Walks - Equitable Access and Deeper Learning, Teacher Working Committees - Equitable Access and Deeper Learning, Teacher Working

Committees - Equitable Access and Deeper Learning, Community Inclusion Initiatives and a monthly newsletter.

Resources to support success included a new Dean and Counselor, additional staff due to enrollment increase, staff custodial and maintenance staff, additional paraprofessionals and stipends for Learning Walks, Teacher Committees, Advisory and Affinity Clubs.

L. Fritsch, one of the AHS student representatives, emphasized the need for custodians. Feels the school is deteriorating a bit and that this is an important issue. J. Thielman asked about specifics. L. Fritsch said there are efforts but there is only so much you can control. Examples include broken light fixtures, issues with the bathrooms not working, sharpie writing on the walls.

Dr. Allison-Ampe referred to the African American attendance being significantly better than the other focal groups. Page 9 of SIP has the achievement scores and the high-needs, low-income students shows the numbers are up, but page 10 shows the numbers splitting/bigger gap. The numbers at DESE overall show "not-satisfactory" has increased significantly. Dr. Homan responded that the deepening divide/gap is a result of wider ranges. Further discussion on the topic took place with Dr. Janger and Dr. Allison-Ampe.

8:00 p.m. Budget Update (F. Gorski)

F. Gorski presented a budget update (positives and challenges) with a main positive being that his Deputy has started and is diving into data and is working on creating dashboards which will result in real time financial data for principals, department heads and the School Committee. This budget update presented has been refreshed with data through the end of November. Some challenges included that the Payroll Manager has now started working again and is working at home which is why payroll has not been encumbered yet this year. The Business Office went through a lot of turnover last year when account features were being revised which caused the need for a lot of clean up; that was started and is ongoing. Numbers are expected to change as we go throughout the year; there are deficits and surpluses because of coding. We have currently expended approximately ⅓ of the budget. The report includes the general fund report (spending thru the end of November), grants (including state, federal and other grants) and revolving accounts. F. Gorski presented the items that make up the report which include the original budget, budget transfers, the revised budget, items expended, items encumbered, a projected column and the balance remaining. Also noted is that there are currently 47 vacant positions with an approximate $2M budget projection.

8:17 p.m. Len Kardon left the meeting.

The revolving account was reviewed next, followed by the grants account.

Dr. Allison-Ampe thanked F. Gorski for his report. She asked when we expect to encumber salaries. F. Gorski answered when the Payroll Manager is back. She asked when we can expect to have everything cleared up. F. Gorski responded that not all transfers were loaded in

and they are working directly with the Comptroller directly and will update the School Committee. P. Schlichtman asked about the Athletic Fee account balance.

8:25 Budget Request Report (E. Homan)

Dr. Homan reported on the Budget Request Report. She spoke about the process, the overall financial outlook and the FY26 requests. She reviewed the Budget Development Timeline and the Strategic Priority Budgetary Commitments with a total FY26 budget of $1,865,000. District considerations for FY26 included Out of District placement, bargaining of Units C and D, AAA, increase for AEA-A contract year 2, projected utility increases and increases in enrollments. The overall budget outlook number for FY26 is $103,630,672. Requests by priority were shown with a total of approximately $6.5M. The Superintendent differentiated requests by priority area with Priority 1 the highest budget request and Priority 3 the lowest budget. Budget requests by location followed. Overlapping requests were presented as well.

J. Morgan thanked the Superintendent for her work. Dr. Allison-Ampe had requested some changes but they are not yet reflected in this presentation. Dr. Allison-Ampe would like duplicates to appear together.

8:44 p.m. AEA Budget Proposal Requests (J. Keyes)

J. Keyes commented that this budget process has been quite an adventure. The budget request process was reviewed. J. Keyes acknowledged the significant improvement in compensation, successor contracts for Units C and D, the state's choice to use a lower SOA rate for FY25 is costing us money, Chapter 70 might be taking a hit, the continued struggle with with lack of staff in Spec Ed and facility issues (the top request in the budget). General priorities included keeping class sizes small, adding secondary level positions and including ALL students in the best possible education. The total requests include approximately $2,817,000 with Special Ed the highest request at $1.85 million. The increase in Special Education staff details were presented which also included Program Lead stipends J. Mederois spoke remotely about the Unit C positions and what the needs are. The #2 request of staff is for paraprofessionals. The SEL/behavioral support request was explained. The technology needs were presented next (e.g., projectors and bulbs, chargers, color printing, etc.). Professional Development and Curriculum details were explained (training/onboarding, Wilson/OG reading, summer curriculum work, etc.). Accessibility Improvements requested included automatic doors, evacu-chairs, stairlifts, a ramp at Hardy and PA systems in elementary classrooms. Facility repairs included Dallin HVAC, Elevator at Hardy, Fire alarm fixes at Ottoson as well as HVAC. J. Keyes reported that Menotomy is having issues; it's cold there today. Recommendations included a vendor audit, help with printing, librarians, ML support, a shift in district-wide thinking from mine and yours to ours.

J. Morgan asked about the Bishop social worker. A. Elmer responded that there are more social workers at a school that has more IEPs. All schools have one social worker. There were no other questions from the Committee.

9:10 p.m. Organizational Meeting Date/Time (P. Schlichtman)
P. Schlichtman requested a vote to change the meeting date/time. He has invited the Town Clerk to do the signing here at the District Office.

On a **motion** by J. Thielman, **seconded** by K. Allison-Ampe, it was **voted** to move the Organizational Meeting to April 7, 2025 at 5:00 p.m. It was a unanimous **vote** in the affirmative (6-0-0).

9:15 p.m. Superintendent's Update (E. Homan)
The Superintendent asked for volunteers to contact R. Smith if they are interested in volunteering at METCO this weekend. P. Schlichtman asked about location; the Superintendent will find out. The AHS winter concert was held and included music from all genres. The Superintendent thanked Coach Richardson for his 17 years of service as he retires from APS. Students and teachers designed student decor at Thompson; V. Rose design was shown. Grants for approval and enrollments are in Novus. The Budget Family Forum will be held on January 21 at AHS.

9:20 p.m. Consent Agenda (P. Schlichtman)
P. Schlichtman presented the Consent Agenda items:

*Warrant #: 25146, 12-19-2024, $1,060,868.16
*FY25 Competitive Grants as of 12-18-24_SC
*Draft School Committee Meeting Minutes, December 5, 2024

On a **motion** made by J. Thielman, **seconded** by Dr. Allison-Ampe, it was **voted** to approve the Consent Agenda. It was a unanimous **vote** in the affirmative. (6-0-0)

9:25 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

- **Budget - K. Allison Ampe, Chair** - Meeting again in January.
- **Community Relations - L. Exton, Chair** - AHRC has contacted us for an appointment.
- **Curriculum, Instruction, Assessment & Accountability - J. Morgan, Chair** - Met yesterday and had a comprehensive discussion about Math Pathways. Detailed slides are in Novus. Meeting again in January.
- **Facilities - J. Thielman, Chair** - No Report.
- **Policy & Procedures - L. Kardon, Chair** - Mr. Kardon had to leave. No report.
- **Arlington High School Building Committee - J. Thielman, Chair** - Doing well, Phase 3 opening after February break.
- **Liaison Reports** - None.
- **Announcements** - None.
- **Future Agenda Items** - None.

9:32 p.m. Adjournment (P. Schlichtman)
On a **motion** by J. Morgan, **seconded** by L. Exton,, it was **voted** to adjourn the meeting. It was a unanimous **vote** in the affirmative. (6-0-0)

Respectfully submitted,

Elizabeth M. Diggins
Administrative Assistant to the Arlington School Committee



Town of Arlington, Massachusetts

8:00 p.m. Subcommittee/Liaison Reports/Announcements (P. Schlichtman)

Summary:

- Budget – K. Allison-Ampe, Chair
- Community Relations – L. Exton, Chair
- Curriculum, Instruction, Assessment & Accountability – J. Morgan, Chair
- Facilities – J. Thielman, Chair
- Policy & Procedures – L. Kardon, Chair
- Arlington High School Building Committee, J. Thielman, Chair

- Liaison Reports
- Announcements
- Future Agenda Items



Town of Arlington, Massachusetts

8:10 p.m. EXECUTIVE SESSION

Summary:

- To conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel;

- To discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect on the bargaining or litigating position of the public body and the chair so declares;

- AAA/AEA Negotiations Discussion

Adjournment (P. Schlichtman)

Town of Arlington, Massachusetts

Submitted by Paul Schlichtman

Town of Arlington, Massachusetts

Correspondence Received

Summary:

- Email to School Committee from A. Gupta, RE: After School Program, 12-20-2024
- Email to School Committee from MASC, RE: Statement of the Massachusetts Association of School Committees, On H-5098, 12-20-2024
- Email to School Committee from METCO, RE: Happy Holidays from METCO!, 12-23-2024
- Email to School Committee from MASC, RE: What does the Department of Education Do, Anyway, 1-6-2025
- Email to School Committee from MASC, RE: Ask your Legislators to Support Vocational-Technical Education, 1-8-2025
- Email to School Committee from L. Berger and Sylvie, School Committee Correspondence, 1-9-2025

ATTACHMENTS:

Type	File Name	Description
Correspondence	Afterschool_Pogram.pdf	After School Program
Correspondence	Arlington_Public_Schools_Mail_-_Statement_of_MASC_on_H-5098.pdf	Statement of MASC on H-5098
Correspondence	Arlington_Public_Schools_Mail_-_Happy_Holidays_from_METCO!.pdf	Arlington Public Schools Mail - Happy Holidays from METCO!
Correspondence	What_does_the_U.S._Department_of_Education_do__anyway_.pdf	What does the US Department of Education do, anyway?
Correspondence	MASC_-_Ask_your_Legislators_to_Support_Vocational-Technical_Education.pdf	MASC - Ask your Legislators to Support Vocational-Technical Education
Correspondence	Arlington_Public_Schools_Mail_-_School_Committee_Correspondence.pdf	Arlington Public Schools Mail - School Committee Correspondence

Arlington Public Schools
Education That Empowers

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Afterschool Pogram

Ashutosh Gupta <ashutoshgupt@gmail.com> Fri, Dec 20, 2024 at 11:22 AM
To: ediggins@arlington.k12.ma.us

Hello,

I am writing this email to the school committee in reference to the afterschool programs for elementary school kids run at APS schools. I have two kids in APS. My older kid, who is in middle school now, was on waitlist for the Dallin afterschool program during all years of his elementary education at his elementary school and never got a spot into the Dallin afterschool program. My younger kid is about to enter elementary school this coming fall and I am again concerned about whether he will be on the waitlist during his whole elementary education.

I had raised the issue of afterschool spots availability at Dallin elementary School when my older son was on waitlist with the school committee before the pandemic.I recently learned that the situation has not improved in terms of kids waiting on the waitlist at the Dallin afterschool program.

I would like to learn from the school committee:
- Enrollment trends in Dallin afterschool program in the last five years and number of kids on waitlist for each of those years.
- number of enrollment spots available in the Dallin afterschool program in the last five years and increase in available enrollment spots in each of the last five years.
- Has the lotteries held by privately run after school programs run at APS schools ever been audited by the school committee or any other independent 3rd party, if not why not.
- Even after so many years of waitlists at multiple afterschool programs both run by APS and privately run programs, waitlists are still not made public/transparent, so that parents know what their kid's waitlist position is. Is there a barrier to making these waitlists published/transparent, so that parents are not confused/ frustrated, surprised to find that their kid was never on the waitlist because they forgot to fill a form one particular year.
- Why are waitlist rules and procedures differ from program to program across town and waitlist rules are so unfavorable to kids who didn't get into the afterschool lottery in their kindergarten year. Can these waitlist rules be reviewed, harmonized and made easier for parents whose kids are on the waiting lists.

Thank you so much for all the work you do to make APS schools better everyday!

-Ash

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Statement of MASC on H-5098

MASC <tnovick@masc.org>
Reply-To: MASC <tnovick@masc.org>
To: ediggins@arlington.k12.ma.us

Fri, Dec 20, 2024 at 9:59 AM

masc

Statement of the Massachusetts Association of School Committees

On H-5098

December 19, 2024

School Committee members play a critical role in the success of our schools. Elected school committee members provide a voice to the children of the district and serve as critical lines of communication between the community and the public school leadership.

The Massachusetts Association of School Committees believes each community has the right to make its own decisions about the oversight of their schools, but we have serious concerns about House Bill 5098, An Act defining a governing structure for the Lawrence School Board upon the exit of state receivership.

This bill would eliminate all six of the Lawrence School Committee's democratically-elected district seats, replacing them with a mix of appointed and at-large seats. The experiences of elected school boards over appointed ones is that elected boards have stronger connections to the community and constituents. A board where a majority of members would be appointed or ex-officio could not only weaken community input but allow those governing the schools to have less accountability to those they're supposed to serve.

The MASC works with school committees across the state to help establish strong and successful school governance models that take into account the vision and unique needs of their district and the students they serve. In collaboration with the state, we provide training and governance to school committee members in districts under receivership. School committee members in Lawrence participated in each session to gain the information they need to do their jobs.

The changes this bill would make to the Lawrence School Committee have never been a requirement to exit state receivership. In fact, my democratically-elected colleagues and I on the Holyoke School Committee worked with state officials to establish a plan to transition our city's schools out of receivership, one that we will begin implementing next year and which will continue to have all elected members, including the elected mayor as a member of the board.

We respect the fact that some others will have differences of opinion, but, in this case, the implications will be long lasting.

Allowing this to happen in Lawrence could have statewide ramifications, opening the door for other cities to limit local voices and information constituents and seek out. We thank Senator Ryan Fattman for speaking to the importance local governance of our schools and the democratic rights of residents across the state.

Contact: Mildred Lefebvre
President, 2024
617-523-8454

Contact: Glenn Koocher
Executive Director
617-733-0497

Massachusetts Association of School Committees
One McKinley Square, Boston, MA 02109
(617) 523-8454
https://www.masc.org

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Arlington Public Schools
Education That Empowers

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Happy Holidays from METCO!

METCO, Inc. <metcohq-metcoinc.org@shared1.ccsend.com> Mon, Dec 23, 2024 at 10:25 AM
Reply-To: metcohq@metcoinc.org
To: ediggins@arlington.k12.ma.us



SEASON'S GREETINGS FROM THE METCO TEAM!



Dear METCO Community,

As we gather to celebrate the holiday season, we extend our heartfelt wishes to you and your loved ones. May your holidays be filled with joy, peace, and cherished moments.

Reflecting on this past year METCO has accomplished so much, including but not limited to hosting out first ever back to school fair, sending over 80 students to summer school, and distributing $480k in grants to METCO districts for racial equity work.

We want to extend a special thanks to all our funders, donors, volunteers, and everyone who supported the METCO program in myriad ways this year. Your generosity and commitment have been instrumental in helping us achieve our goals.

Looking ahead to the New Year, we are excited about the opportunities and challenges that lie ahead, and we remain committed to fostering educational equity and excellence for all.

From everyone at METCO Headquarters, we wish you a happy holiday season and a prosperous New Year! May the year ahead bring you health, happiness, and continued success.

Warmest regards,
The METCO Team

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Arlington Public Schools
Education That Empowers

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Learning Lunch: What does the U.S. Department of Education do, anyway?

MASC <aandronico@masc.org> Mon, Jan 6, 2025 at 1:00 PM
Reply-To: MASC <aandronico@masc.org>
To: ediggins@arlington.k12.ma.us

masc

What Does the U.S. Department of Education Do, Anyway?

Friday, January 10, 2025
Join us online at 12:00PM



Recent headlines have spotlighted the United States Department of Education, but what does the agency actually do? This session will explore the Department's responsibilities, including what it oversees, how it allocates funding, and the implications for your district. Join MASC for this informative Learning Lunch and get answers to these key questions!

Register Now!

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Arlington Public Schools
Education That Empowers

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

Ask your Legislators to Support Vocational-Technical Education

MASC <gkoocher@masc.org>
Reply-To: MASC <gkoocher@masc.org>
To: ediggins@arlington.k12.ma.us

Wed, Jan 8, 2025 at 11:02 AM

masc

Advocate for Vocational-Technical & Agricultural Schools

Ask your legislators to support two key resolutions from the 2024 MASC-MASS Joint Conference

MASC Division VIII Leadership is asking for your help to advocate for vocational-technical and agricultural schools in Massachusetts. These schools play a vital role in preparing students for the workforce, but they face significant funding challenges and growing waitlists.

To support these schools, we need you to take action:

- **Send a letter to your state legislators to advocate for two Resolutions adopted at the 2024 MASC Conference.** A template letter is available here. Find your local state legislators using this legislator lookup tool.

These Resolutions address critical issues:

- **Resolution 9:** Advocates for a tiered system to assess school building projects, accounting for the higher costs associated with these specialized schools.
- **Resolution 10:** Calls for expanding capacity in Chapter 74 vocational-technical programs to meet growing demand and reduce waitlists.

To further discuss these priorities and strategize on next steps, ***MASC Division VIII has scheduled a Zoom meeting for Tuesday, January 14 at 6pm***. Join us to connect with your fellow school committee colleagues and discuss how we can make a positive difference at the state level - RSVP here.

If you have any questions please don't hesitate to reach out.

Best regards,

Glenn Koocher

MASC Executive Director

RSVP for the Zoom Meeting

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Arlington Public Schools
Education That Empowers

Elizabeth Diggins <ediggins@arlington.k12.ma.us>

School Committee Correspondence

Larry B <larryber12@gmail.com> Thu, Jan 9, 2025 at 10:46 AM
To: ediggins@arlington.k12.ma.us

Ms. Diggins,

As residents of Arlington, we are concerned about antisemitic films, videos, teaching in elementary & high schools giving false information about Jews & Israel by falsely using incorrect information about Jews & about Israel.
This concerns us for 2 reasons: (1) biased teaching & promoting falsehoods prevents critical thinking to research properly all facts & all distortions & lies; (2) our families & all Europeans experienced the destructive results of such manipulation, causing 100 million deaths in WWII & deaths of US soldiers including ours who freed Europe.
Is Arlington Board aware of such antisemitic teachings?
Is Board promoting critical thinking ?
Can a resident review educational lesson plans, books, films, instructive materials used by our teachers?
Does Board monitor these matters?

Would appreciate knowing either by coffee &/or by information.

Lawrence Berger & Sylvie
Arlington residents